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ABSTRACT

This guide developed for the Baltimore County elementary school physical education teacher is divided into six sections. The first three sections are narrative descriptions of the educational theories, administrative principles, and program guidelines of the recommended programs. They are entitled "Scientific Basis of Physical Education," "Administration Section I: General Procedures," and "Administration Section II: Program Guidelines and Policies." The fourth section, entitled "Base Program," is an outline of suggested activities. This section contains narrative explapations of the program, as well as sample sequences of lessons and curriculum materials; often accompanied by figure illustrations. Section 5, "Interest Motivators," is a collection of verses, drills, and games found to be of use with pupils. Section 6, "Organizing and Conducting Special Programs," contains outlines of activities for special programs such as the first-grade readiness program, physical education demonstration programs, sports and play day, and swimming programs for the fourth grade. An appendix is devoted to copies of forms and vouchers. The guide is indexed by activities and games. (JA)

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ELEMENTARY SCHOOL PHYSICAL EDUCATION

A GUIDE FOR PHYSICAL EDUCATION TEACHERS

Committee Members	David Fry Larry Herrold H. Edwin Lanehart R. Brown Schwartz	Barbara Stripp Larry Washburn Rosemarie Zorn

James L. Miller, Supervisor
of Physical Education, Chairman

Harold S. Martin, Coordinator
Office of Physical Education

Prepared under the direction of

Benjamin P. Ebersole
Director of Curriculum
and Instructional Services

Mary Ellen Saterlie
Coordinator, Office
of Curriculum Development

Katherine Klier
Curriculum Consultant

Joshua R. Wheeler
Superintendent

Jerome Davis
Assistant Superintendent
in Instructional Services

Towson, Maryland
1970

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Foreword

The elementary school physical education program in the Baltimore County schools has continued to expand over the years to meet the needs of the pupils it serves. More physical education teachers have been employed; facilities have been improved and more equipment provided. Over the last few years, the scope of the elementary school program has been enlarged through the professional contributions of many elementary school physical education teachers and curriculum committees.

A GUIDE FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHERS sets forth the point of view underlying the program, explains a number of administrative and procedural details, and offers an abundance of teaching suggestions. Although the guide reflects increased knowledge of children and new ideas in program and activities, it cannot be regarded as a complete, definitive guide to physical education instruction. It must be remembered that curriculum development is a constant ongoing process. Tomorrow's ideas should be better than today's, new thinking should stimulate new ways of working with children, and new activities should lead to an enriched program for the children in the Baltimore County elementary schools.

It is to this end that this guide has been prepared for the use of elementary school physical education teachers. A copy will also be available in each elementary school curriculum library, since it provides helpful information and suggestions to school administrators and classroom teachers.

Joshua R. Wheeler
Superintendent of Schools

July, 1970

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TO THE TEACHER

Over the years many elementary school physical education teachers have made contributions in the development of the K-6 physical education program. This accumulated knowledge has been used to develop the present "Guide for the Elementary School Physical Education Program." A new concept of a "Base Program" has been incorporated into the program. As devised, the Base Program will provide guidance in the organization of a sequential program of physical education designed to meet the needs of the children in your school. The Base Program might be considered as a minimum amount of material to be included in a yearly program. The guide also provides materials which can be used to further challenge and aid the children.

Assistance in the use of the Base Program and the planning required can be secured from your school administrators, elementary school physical education supervisor and the area helping physical education teacher.

This guide has been designed to facilitate additions or reorganization of its content. All teachers are sincerely encouraged to add to the guide at their discretion.

The guide is the property of the Board of Education. Upon termination of employment the teacher may retain the contents but must return the binder to the Office of Physical Education of the Board of Education of Baltimore County.

POINT OF VIEW

Physical education is an integral and vital part of the total educational program. It aims for the same goal that gives purpose to all the other learning experiences of the school - the development of the whole child. Because of the nature of its activities, physical education has unique opportunities to help develop the objectives and beliefs of the educational program of Baltimore County schools.[1] Therefore:

WE BELIEVE that a sound physical education program should:

- be offered daily and in a sequential manner.
- be planned to meet a wide range of mental, physical, and social abilities of children.
- be flexible to allow for different community needs, school facilities and staff abilities.
- be based on the conviction that success breeds success.
- be vigorous enough to contribute to the improved fitness of all children.
- contribute to the understanding and improving of relationships between boys and girls.
- help children to understand and accept their own limitations and abilities.
- help children to be tolerant of the limitations and abilities of others.
- provide experiences that help children to adhere to acceptable codes of behavior.
- help provide physical experiences that are lacking in today's society.
- provide a constructive outlet to help relieve the emotional tensions of children.
- provide children with the knowledge and skills which will help promote life-long habits of physical activity.
- instill in children an appreciation for physical activity and help them know the joy of movement.

---

[1] *The Teaching of Physical Education in the Elementary School*. Board of Education of Baltimore County. Towson, Maryland: 1961

WE ALSO BELIEVE that:

- the young child's motor ability greatly influences his self-concept.
- play is the child's natural world of work.
- efficient use of the body can help each child approach his maximum potential.
- children learn through a variety of experiences involving all the senses.
- each child is individually important.
- undue tension and frustration impedes the child's ability to learn.
- programs which meet the needs of children help to promote self-discipline and self-direction.

SCIENTIFIC BASIS OF PHYSICAL EDUCATION

Physical Growth

The human organism has an inherent urge and need for activity. As Gardner Murphy (12) states, "activity needs are indeed as fundamental as the nutritive need. We are provided with a set of complex organic equipment and if it is not allowed to function something happens to us, just as in using it we find joy." Children satisfy this need through play. Adults are finding they cannot satisfy this need through work and normal daily routines but must plan for active recreational pursuits.

Heredity determines the limits of physique and basic body build but the contribution of movement and exercise to the development of tissues, bones, and organs is well documented. Espenchade (4) summarizes research in this area, "Desirable changes in bones, connective tissue, fat and musculature occur as a result of exercise. These changes are not necessarily permanent but are dependent upon continued activity. More lasting changes in structure almost certainly result from long continued specialization. Exercise, then, stimulates growth of body and makes the individual stronger and more capable of efficient function."

Rarick (15) indicates that pre-adolescent school age children need four to five hours of physical activity each day. With approximately five-sixths of the child's school day spent in the classroom one can understand how essential it is to provide a daily, vigorous program of physical education for all children.

Physical Fitness

There has been nationwide concern regarding the physical fitness of children and adults, leading to the development of a President's Commission on Physical Fitness. This commission has done much to promote physical fitness. The value of having an adequate fitness level was summarized by Hein and Ryan (9), who analyzed over one hundred clinical and research studies. They give the following points as major contributions of physical exercise:

1. Maintenance of desirable weight, thereby indirectly reducing the possibility of degenerative diseases and a shorter life span associated with overweight

2. Improvement of health and the cardiovascular system

3. Preservation of the physical characteristics of youth and the accompanying psychological effects which exert a favorable influence on prolonging life

4. Enablement of the individual to meet emergencies more effectively, thus helping to preserve health and to avoid disabilities. The habits of exercise if developed in childhood will lead to the enjoyment of these benefits, valuable at any age.

Johnson (11) cites evidence that adequate levels of physical fitness can contribute to:

1. control of body weight
2. the improvement of the quality of neuromuscular skill
3. more efficient functioning of circulatory, muscular, digestive and lymphatic systems of the body
4. improvement in strength of the bones of arms and legs, especially in children
5. the body's ability to resist chronic diseases
6. emotional well-being of the individual.

Schurr (18) states "the values to children are long-range as well as immediate for they will acquire the techniques of and the interest in maintaining physical fitness throughout their lives. If children are identified as physically unfit, a well designed program can be undertaken to develop acceptable standards of fitness in a short time."

Motor Development and Skill Acquisition

A large proportion of the learning involved in the development of readiness skills is motor learning. The first learnings of the infant are motor learnings; the first responses of the infant are motor responses. Later, more complex activities such as perception, symbolic manipulation, concept formation and the like will develop (Piaget, 1952). However, these more complex activities depend upon and utilize in their acquisition the more basic motor learnings. Insofar as the early motor learning is deficient, the more complex learnings will be impeded and retarded. The motor activities of the child, therefore, become important not only for their own sake, but for the contribution which they must make to the more complex activities which he will be requested to perform at later stages (Kephart, 1965).

Schurr (18) summarizes as follows:

> The child begins to develop motor skills in the prenatal stages, and consequent skill development follows a sequential pattern. Children have acquired patterns of performance in the basic locomotor and non-locomotor skills prior to their entering school. As these basic skills form the foundations of the everyday work tasks and play skills of children, it is important that an instructional program is started in the first grade to ensure proper acquisition and refinement of the more difficult skill patterns. Unfortunately, many children enter first grade with a very low level of locomotive and manipulative skills. Although maturation provides them with the equipment or readiness to learn, they must have opportunities to practice and refine their skills. It is true that some progress can be made through the trial and error process; however, constant

analysis of errors and suggestions for correction can reduce the number of repeated failures.

Many studies have supported the hypothesis that specific instruction in skill will result in learning. Repeated practice is the essential element in acquiring proficiency, and greater retention of skills is promoted by overlearning. However, in the primary grades maturation may exert a greater influence on new skills than does learning. Opportunity for general practice through game play, and exploration with certain skills, will prove more productive at this stage than emphasis on extended practice and direct skill teaching.

Sports are an important element of the American culture today, and they exert influences on the populace in many ways. The acquisition of a certain level of proficiency in traditional American sports is beneficial to both girls and boys and a knowledge of the conduct of sports is also valuable, whether one participates as a spectator or as a player. Since most adults tend to select leisure time activities in which they had formerly achieved skill, guided practice in learning sports skills is essential so that people will have a variety of sports activities to enjoy.

Motor skills also provide avenues of expression for creative and aesthetic efforts. Only by learning through experience what the body can do can the child explore this mode of self-expression. The learning and practice of motor skills is essential in order for a child to acquire the tools to achieve desirable goals of physical fitness, recreation skills, scholastic achievement, and social efficiency.

Intellectual Development

Philosophers and educators have long stressed the importance of a sound body and good health as a framework for optimum mental effectiveness.

Recent research has indicated that the type of movement a young child experiences has many influences on his academic achievement. Both Godfrey (5) and Kephart (14) worked with low achievers and discovered that perceptual skill deficiencies were prominent factors in poor academic work. It appeared that programs of motor therapy aided these children in developing their symbolic-perceptual systems, and thereby improved their academic achievement.

Cowell and Ismail (2) studied the results of aptitude tests and academic success and IQ and found that measures of coordination and balance were good predictors of academic achievement. Much experience in activities including many balance and coordination items should therefore promote a better chance for academic success for these children.

Cratty (3) has summarized the relationships to be found among perception, motion, and academic achievement:

1. Movement activities will aid a child in developing an awareness of the sequence, variety, and nature of the movements in which he is engaged.

2. Motor tasks may aid in the development of certain perceptual attributes. Visual-motor coordination is important to accurate hand movement for writing and drawing.

3. Improved motor task proficiency, reflected in better fitness and sport skills, may result in the improved academic performance of some children with learning problems, because their self-concept has been enhanced.

4. Movement experiences, if properly applied, may help some hyperactive children to place themselves under better control which will, in turn, lead toward increased competency in classroom tasks.

5. Visual training may aid some children to learn better if a careful visual examination precedes such training and if the components of the training program are applied to the remediation of the specific deficits identified in such an evaluation.

Humphrey (10) has presented research evidence that children taught various language concepts with an "active game approach" learned significantly more than the control group who was taught through traditional methods. Humphrey concluded that the high motivational state elicited in game situations produces the desired results in language skill improvement.

Social and Emotional Development

Physical education is often referred to as a laboratory for children to experience social interactions. There are a wide variety of activities which provide opportunities for children to interact. Courtesy, modesty, cooperation, dependability, honesty, respect for authority and rules are concepts which can be developed through active participation in realistic, demanding situations.

Simply providing experiences will not insure the development of social skills and moral values. The teacher must plan situations where children have responsibilities, friendly rivalries, and decisions to make. But most of all the teacher must take advantage of the "teachable moments" when problems arise.

Good play skills are of major importance. Gutteridge (6) states: "Skill in bodily activity has deep rooted social significance. It is to be ranked first among factors that lead to a child's acceptance among his peers. Approval raises for him the value of an activity and leads him to put forth to reach acceptable standards and to compete successfully with others."

Among the developmental tasks which Havighurst (8) lists for middle childhood (ages six to twelve) is that of learning physical skills necessary for ordinary games highly valued in childhood. The psychological basis for this is the fact that the peer group rewards a child for his successes and punishes him by indifference or disdain for failure. The cultural influence suggests that girls are expected to learn these skills to a lesser degree than boys. Girls can do rather poorly in game skills and still hold status in the group, while boys who do poorly lose status.

Hardy (7) found that the best-liked students were superior in athletic ability to the unpopular students. She concluded that the most popular children were, on the whole, usually proficient in the type of playground activities commonly engaged in by boys and girls of elementary age.

Rarick and McKee (16) found that the individual who was highly skilled in motor activities was also more popular, had higher intelligence, and was better adjusted in school than the student with less skill. Reiman (17) investigated the relationship between motor performance, scholastic achievement, and the peer status achievement and scholastic achievement. Again, physical skill appeared to be more important in peer status for boys than for girls. There are other studies which indicate that a good level of motor skill is important to a child's relationships and status in his peer group. The individual who is "accepted" has fewer emotional tensions and thus will function more efficiently both physically and mentally. It is apparent that the child who enters school with poor motor skills and little previous opportunity to learn games is at a serious disadvantage if he receives no instruction or the opportunity to improve his situation at school.

Schurr (18) makes the following comment:

> Activity releases built-up tensions and pressures acquired from a prolonged period of concentration on academics. The physical education period which is scheduled at an appropriate time following sessions in the demanding subjects of math or science can reduce stress. Results of several studies indicate that students concentrate and/or perform better in the classroom after a period of vigorous activity.
>
> Physical education contributes to the development of emotional control, since play periods are filled with emotionally charged situations. Games are demanding whether or not there is an emphasis on competition. Dance and gymnastic performances are exciting in themselves. Anxieties build up. Both losing and winning produces anger, disappointment, elation or joy. Learning to control these emotions can only come about through experiences and guidance. Team competition teaches the discipline of accepting failure. Children can adjust better to a defeat when they share this defeat with teammates.

The successes and failures children have greatly influence their self-concept, which also acts upon their personality and the approach they take to new activities. It is obvious that as a child sees himself become more able to do things that are meaningful to him, more able to direct and control his body, and more able to deal with his peers, he gains a new respect for himself. The picture he has of himself in his own mind undergoes change for the better--not through self-deception or mere verbal assurances but through the objective data of performance, his own performance. As he progresses to increasingly difficult activities, accepts hazards, perhaps even learns to survive fallings without injury, he begins to see that he can cope more adequately and confidently with this phase of his life. As the physical base of the personality becomes reasonably solid, and large and small muscles are brought under control, the personality's intellectual and emotional components have greater opportunity for maturation and expression.

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ADMINISTRATION

SECTION I

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ADMINISTRATION

SECTION I

GENERAL PROCEDURES

Sources of Information Concerning School Policies

The Teacher's Association of Baltimore County is the current exclusive representative and negotiating agent of all certified, professional personnel except the Superintendent of Schools and employees named by the Board of Education. As such, the Teacher's Association of Baltimore County has negotiated with the Board of Education a number of items of concern to each teacher in Baltimore County. The Master Agreement, a booklet available to all teachers, clarifies items such as teacher's rights, grievance procedures, teacher protection, professional conduct, teaching conditions, and other matters concerning one's position in the county. All teachers are encouraged to read the Master Agreement.

Policies of particular interest to the elementary school physical education teacher that are not specifically listed in the Master Agreement or the Baltimore County Policy Manual, located in the school office, are included in in this section of administrative procedures. Any items not included here should be clarified with the local school principal.

Assignment of Teachers

Initial assignment of teachers new to Baltimore County are made by the Area Directors on recommendations by the supervisor of elementary physical education, the school administrator, and the Office of Personnel.

Guidelines regarding employment transfer policies can be found in the Master Agreement between TABCO and Baltimore County Board of Education.

Teacher Evaluation

Procedures for teacher evaluation are set forth in the Master Agreement between TABCO and the Board of Education. These policies apply to school administrators as well as central office staff. All teachers should be fully aware of their rights and responsibilities relating to this policy.

Inservice Program

Each year the physical education department may offer one or more two-credit inservice courses. The courses are designed to improve the on-the-job performance of teachers. Teachers are encouraged to take advantage of these offerings, which are detailed in a manual of inservice courses sent to each school from the office of Curriculum Development.

Teachers planning advanced work should be in close consultation with the Office of Personnel. Procedures and details concerning use of credits, advance degrees, etc., can be found in the Master Agreement between TABCO and the Baltimore County Board of Education.

Scheduling

The principal has the final responsibility for formulating the physical education schedule within his school. The physical education teacher should take the initiative and submit his suggestions to the principal concerning the next year's schedule, considering such factors as: program, facilities, equipment, etc. Initially each class should share equally the number of periods allotted; however, the schedule should have some flexibility to provide additional time for those classrooms and/or children having special needs.

There are different methods to use in scheduling and many factors to consider, such as: (1) schedules of other special teachers, (2) playground, bus and cafeteria schedules, (3) team teaching, (4) non-graded program, (5) block schedules, (6) departmentalization, (7) chorus and band schedules. Taking into consideration these variables, the teacher must decide what type of schedule best suits his school. (See Appendix for Sample Schedule)

Class periods should be long enough to provide for a period of instruction and a brief evaluation of the lesson. Time should be allowed between classes for orderly dismissal and preparation of materials for the next class. It is recommended ten minutes before and after the duty-free lunch period be alloted to assemble and prepare supplies.

Each classroom should receive a minimum of 150 minutes of physical education per week under the direction of the classroom teacher and/or the physical education teacher. Generally the time allotment for physical education periods is 20-30 minutes for the primary grades and 30-45 minutes for intermediate grades. The number of weekly instructional periods for the physical education schedule should range from 35 to 40 periods. During the days when the physical education teacher is not scheduled for a particular class the classroom teacher is responsible for conducting the physical education program. The classroom teacher is not required to remain when the physical education teacher is teaching the class. All school administrators are to work toward providing a daily 30 minute planning period for teachers.

Schools with 18 rooms or more receive the services of a full-time physical education teacher, and those schools with fewer than 18 rooms receive a teacher on a half-time basis. Kindergarten and special education classes are currently not included in computing the number of rooms in a school.

Substitutes for Physical Education Teachers

All schools should attempt to obtain the names of competent persons to conduct the program during the absence of the physical education teacher. Physical education teachers must have lesson plans as well as lists of his other duties or responsibilities available for the substitute. The activities used will depend upon the experience and qualifications of the substitute teacher. If a teacher anticipates an absence of three or more days he should notify the area helping teacher.

Other policies on substitutes can be found in the Baltimore County Manual of Policies and the Master Agreement between TABCO and the Board of Education.

Scoreboard

The SCOREBOARD is the official publication of the elementary school physical education staff. It is produced 4-8 times per year and distributed to the physical education teachers via the station wagon with an extra copy for the principal. The SCOREBOARD should be retained for at least one year for future reference.

Items of personal, professional or humorous nature are solicited. This publication is the vehicle for sharing of ideas and expressing viewpoints. Please send your contributions to the Office of Physical Education or to your area helping teacher.

Guidelines for Appropriate Dress for Physical Education Teachers

All teachers should be an example for the student to emulate. Although a standard uniform is not required, plain clothing in white, blue or gray, or combinations thereof is the customary dress for the elementary school physical education teachers in Baltimore County. Just as proper footwear is necessary for safety and good performance of pupils, the teacher should not overlook the need for footwear which is not only comfortable but professional as well. Shirts and jackets with the Baltimore County Physical Education emblem are available through the chairman of the Uniform Committee. A uniform does not make the teacher, but the teacher who exhibits a professional appearance can help a good program receive greater respect.

Guidelines for Appropriate Dress for Pupils

A. General

1. The appropriate dress for elementary school physical education activities is to be decided at the local school level.

2. All schools should announce, through a written notice to parents, their policy on appropriate dress. Schools should not suggest to parents or students the purchase of a regulation uniform.

B. Clothing Changes

1. Girls should be encouraged to change for all physical education periods and be required to change for activities such as tumbling and apparatus. Shorts or bermudas worn under skirts which can be slipped off are most convenient.

2. Boys should be encouraged not to wear good clothes for activities which might cause wear and tear.

C. Shoes

1. Every effort should be made to encourage children to wear tennis shoes for physical education periods. The school may wish to make some provision for those children who are unable to secure tennis shoes.

2. Tennis or rubber soled shoes are needed for safety, protection, and for better performance. Tennis shoes cannot be justified on the basis of protecting tile floors.

3. At no time should children be permitted to perform in their stocking or bare feet.

4. Children without tennis shoes should not be excluded from the total physical education period but only from activities in which street shoes would create a hazard to themselves or others.

Reporting Pupil Progress

Where physical education grades are now given, the physical education teacher should, upon request, recommend physical education grades to classroom teachers. It is a practical impossibility for a physical education teacher to have the sole responsibility for grading all pupils in a 450-1000 pupil elementary school. The physical education teacher should be familiar with the grading periods and establish with the classroom teachers a time for discussing pupil's grades.

Safety and Reporting Accidents

The physical education teacher might be responsible for developing a comprehensive safety program, including bus, hall, room, gymnasium, and playground safety. The development of a good program is a continuous process. Teaching safety practices should be a regular part of the physical education program emphasizing those activities which have inherent safety hazards. A safety bulletin is located in the Base Program section of this guide. Please read this bulletin carefully.

A student who has been injured should immediately be taken to the office or school nurse; if necessary, the nurse should be brought to the injured student. All injuries, accidents, or illnesses other than minor bruises should be reported in writing to the principal's office on the regular accident report form. All information requested on this form should be properly filled in, especially a description of the injury and the procedures that will be taken to prevent further injuries of the same nature. (See sample of accident form in Appendix.)

Care and Protection of Physical Education Supplies and Equipment

Definition: Supplies, as the word is here used, refers to materials which need continual replacement such as balls, bats, nets. etc. The Board of Education recognizes that such materials are tools of instruction just as essential as books in the classroom. Therefore, the school budget allows each school to purchase a certain amount of such supplies in each school year. The current school allotment per child should be ascertained each year in grades one through six; each kindergarten child counts one-half child.

Distribution of Supplies: One method of distributing supplies is to inventory supplies and equipment and, based on early plans, keep enough for physical education class instruction. The remaining supplies may be divided and issued to each classroom.

Another method of distributing supplies is to establish a distribution point from which each classroom can draw and return needed supplies. This can be organized on a grade basis or a school-wide basis.

A central supply area such as the physical education office or supply room can effectively provide classes with supplies which are not ordinarily distributed to the classes. Appropriate games may be kept in classrooms for children to use during inclement weather.

Audio-visual supplies and equipment, stored in a central location, are checked in and out by all school personnel.

A running account should be kept of the physical education supplies in each classroom and those in the central supply area. This provides reasonably accurate inventory at any time. All physical education teachers should design their own inventory sheets to account for all the items in the school's physical education stock.

Care of Equipment: Children can be trained to check periodically the equipment in each classroom, to inflate balls and to return to the physical education teacher any items that need repair.

Professional repair of balls and equipment is more expensive than purchasing new items. Each teacher can quickly learn to use the ball repair kit provided each school. Items such as masks and gloves can be taken to local shoe repair shops, old equipment torn apart and the good parts used as replacements.

The following items can be repaired by Board of Education:

- Stop watches and timers(Tag and send to Repair Shop at Aigburth Manor)
- Tape recorder
- Phonographs
- Parallel bars
- Vaulting boxes (Tag and send to Cockeysville Warehouse)
- Springboards
- Mat trucks
- Balance boards
- Batting tees
- Balance beams
- Scooter boards
- Balance bench
- Power megaphone

Ordering Supplies: In the spring each school receives four copies of the Physical Education Supply Order Form from the Purchasing Department. Based on a per pupil allotment, the physical education teacher and the principal determine the physical education supply needs of the school. Of the completed orders, one copy should be retained by the physical education teacher, one by the school office and two complete forms, including a full inventory, should be returned to the Office of Physical Education. These orders are combined, placed on bid, and delivered to schools the following fall. All items received should be checked against the yellow purchase forms retained in the school office regarding quantity ordered and item numbers. The yellow purchase forms should also be checked against the amount and kind of items ordered on the original supply order form.

Summer Storage: At the end of the school the all supplies should be inspected, cleaned if necessary, inventoried, and stored in a dry area. A copy of the inventory should be left in the school office and with the physical education teacher's records.

Basic Equipment per Classroom:

Note: In general, estimate your teaching needs for the base program. Divide and distribute the remainder of the supplies among the classrooms.

- Kindergarten - Grade 1

    Playground balls - PG 7 - PG 8½
    Bean bags
    Bowling pins
    Long jump ropes
    Short jump ropes

- Grade 2 - Grade 3

    Playground balls - PG 7 - PG 8½
    Utility ball
    Bean bags
    Bowling pins
    Long jump ropes
    Short jump ropes

- Grade 4

    4 - 8½" or 7" Playground balls
    2 - Utility balls or soccer balls
    2 - Volleyballs
    Long jump ropes
    Short jump ropes
    Bowling pins
    Set of three bases
    2 - Soft - softballs
    2 - 30" Softball bats
    1 - Catcher's mask (if this is not available, the catcher should be kept 15 feet back)
    1 - Catcher's chest protector

- Grade 5 - Grade 6

    4 - 7" Playground balls
    2 - Utility balls or soccer balls
    2 - Volleyballs
    1 - Intermediate football
    1 - Biddy basketball
    Long jump ropes
    Short jump ropes
    Bowling pins
    Set of three bases
    1 - Soft - softball
    1 - Softball
    2 - Softball bats
    1 - Catcher's mask
    1 - Catcher's chest protector
    1 - Catcher's mitt

Basic Equipment per School

4 - Balance beams
1 - Balance bench
6 - Balance boards
1 - Ball repair kit
4 - Batting tees
6 - Biddy basketballs
1 - Cage ball
10 - Canvas bags
8 - Deck tennis rings
1 - Doorway gym bar
1 - Dry liner (30 lbs.)
6 - Footballs (intermediate size)
1 - Game timer
1 - Marking paint
3 - Mat hangers or mat cart
1 - Parallel bars (medium)
1 - Physical Educator and accessories
5 - Poles hard surface courts (3 long and 2 short)
1 - Record player
Records (one of each album):
Childhood Rhythms, Albums 1 and 2
Honor Your Partner, Albums 1, 2, 3, 4, 6, 7, 8, 12, 16 and LP504
Selected single copy folk dance records, choice of 26
First Folk Dances, RCA, LP1625
All Purpose Folk Dances, RCA, LP1623
Folk Dances for Fun, RCA, LP1624
4 - Relay batons
24 - Scrimmage vests
4 - Scooter boards
1 - Springboard
1 - Stop watch
1 - Table pump
1 - Tape measure (100 ft.)
1 - Tetherball
1 - Tug-O'-War rope
6 - Tumbling mats (4' x 8')
1 - Vaulting box
2 - Volleyball nets
1 - Volleyball standard (indoor)

Maintenance Requests: The physical education teacher is responsible for checking and submitting to the school office maintenance requests concerning the following:

- repairs needed to apparatus equipment indoors and out
- repairs needed to backstops and fencing on hard surface court
- repairs needed on athletic and play fields
- repairs needed for watches, pumps, tumbling mats, and other physical education equipment.

A maintenance request form will be sent to each school in the spring for work which needs to be done over the summer months.

Requests for changes and additions to the standard painted diagrams, either indoor or out, must be accompanied by a detailed drawing, showing the design desired and its location.

Other requests for repair, such as surface of hard court, replacement of broken tiles, etc., should be clearly stated under "other requests."

Emergency repair requests should go through the principal with a copy to the Office of Physical Education.

Special Events

The physical education teacher may be responsible for one or more of the following:

- P.T.A. program
- May Day, Spring Festival, Carnival, or Bazaar
- Interschool or intraschool sports day
- Christmas or other holiday programs
- Spring musicals, art festivals
- Brotherhood week, Arbor Day, etc.
- School picnics or outings.

Discuss with the principal, as early as possible, your responsibility for special events. Try to finalize dates, themes, and purpose, and organize your teaching plans to encompass the events.

Check all school files for past programs and if necessary confer with your area helping teacher for ideas and suggestions.

Mileage

All teachers are expected to provide their own transportation to their place of employment. The Board of Education presently pays teachers 10¢ a mile for travel expenses necessary for conducting other professional responsibilities. Teachers assigned to more than one school will receive payment for travel greater than the round trip distance from their home to their home school. The home school will be the school at which the teacher spends the largest amount of time or, in the case of equal time at two schools, the home school will be the one closest to the teacher's home.

Example I. Assignment School A, home school, 3 days - School B - 2 days
School A, home to school five miles, round trip ten miles
School B, home to school seven miles, round trip fourteen miles
Excess distance B round trip over A = four miles
Mileage claimed per week: eight miles

Example II. Assignment School A, home school, 2.5 days -
School B, 2.5 days
School A, home to school five miles, round trip ten miles
School B, home to school seven miles, round trip fourteen miles
Excess distance B round trip over A = four miles each day
One day travel from School A to B at noon, return home from School B,
Excess mileage for this day = five miles
Mileage claimed per week: thirteen miles.

Complete mileage policies will be found in the Master Agreement between TABCO and Baltimore County Board of Education.

Time Sheets

All teachers in Baltimore County must sign in at their schools at least 15-30 minutes before the time appointed for the opening of school, and should remain at the school at least 15-30 minutes after the time appointed for dismissal, for a total of 45 minutes beyond the normal school day.

Teachers servicing more than one school must sign in at each school, and also inform the home school of attendance at other schools. The home school is responsible for reporting attendance to the Office of Payroll.

A teacher should clarify these attendance policies with his principals and consult the Master Agreement between TABCO and Baltimore County.

Personnel Information Form

The Office of Physical Education often receives requests to recommend teachers for other positions or to write references for individual professional advancement. These are the basic reasons requiring the Personnel Information Form.

Each teacher should return the completed form to the physical education department before the end of September. The form will be redistributed each year so that teachers can make additions or deletions.

ADMINISTRATION

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ADMINISTRATION

SECTION II

PROGRAM GUIDELINES AND POLICIES

Program Responsibilities

The Board of Education of Baltimore County is committed to a strong elementary school physical education program. Each child is to receive a minimum of 150 minutes per week of physical education, exclusive of the lunch period, free play, or recess. The major responsibility for planning the school's yearly program rests with the physical education teacher. The responsibility for implementing the program is held jointly by the physical education teacher and the classroom teacher; however, the trend in Baltimore County is for the physical education teacher to be responsible for teaching an increasing portion of the program. Any increase in the number of classes taught by the physical education teacher will require the assignment of additional physical education teachers per school. Until this increase occurrs, the classroom teachers must continue to carry their share of the responsibility for teaching physical education.

Current policy dictates that the classroom teacher does not have to be present when the physical education teacher instructs his class. Therefore, it becomes very important for the physical education teacher to develop methods for communicating with classroom teachers to insure a sound, daily physical education program.

The school principals are responsible for the total programs in their schools, and all programs planned by the physical education teacher must be cleared with the school administration. Because of variations in school organizational patterns, time allotments for physical education teachers, staff abilities, and school facilities, each school develops its own pattern in providing a sound physical education program.

The Supervisor of Physical Education and Area Helping Teacher

The main purpose of the supervisor is to help each physical education teacher do a better job of teaching. The office of the supervisor is open to any teacher, and requests for help or information will always be attended to as quickly and promptly as possible.

An experienced physical education helping teacher is assigned to each of the five areas in Baltimore County, with released time each week to assist teachers in his area. A helping teacher does not evaluate or submit written reports on other teachers. His function is to advise, teach demonstration lessons, provide materials, share ideas, and serve in any possible way to help teachers improve their physical education programs.

Discipline

Most children react to physical education in a positive and enthusiastic manner. Discipline that is consistent, reasonable, fair, and firm will help children to develop self-control, emotional stability, and wholesome self-concepts. A teacher who provides consistent discipline makes it possible for children to develop stable values in behavior. There are no "sure-fire" methods to guarantee good discipline, but the following suggestions may be helpful:

HAVE A GOOD PROGRAM. Keep all pupils busy, and include activities which enable pupils to "let off steam" in acceptable ways. Boredom is a potent cause of discipline problems. Keep your program interesting and exciting.

CREATE A HEALTHY CLIMATE. A classroom ruled by fear, threats, or unreasonable punishment creates more problems than it solves. Do not punish the entire class for the misdeeds of a few. Treat pupils with the same respect and courtesy you expect from them.

KEEP EXPLANATIONS AND DEMONSTRATIONS BRIEF. Talking is not necessarily teaching.

WAIT FOR ORDER BEFORE SPEAKING. If what one has to say is worth saying, it's worth hearing. Refuse to talk above confusion.

BE COMPETENT. Children quickly respond to the leadership of the teacher who is thoroughly prepared every day.

BE OBSERVANT. Develop the ability to scan the activity area to be aware of conditions at all times.

LET PUPILS HELP SET STANDARDS. Work cooperatively with the pupils to set up reasonable standards of behavior. Post the standards.

DIVERT WOULD-BE MISCHIEF-MAKERS. Invite possible disturbers of the peace to give some service to the class or to the school. Commend them for the service. Aggression may be an expression of hunger for attention.

COMMEND GOOD BEHAVIOR. Express recognition of the pupils' desire and ability to develop self-control.

Kindergarten

The kindergarten program in Baltimore County is expanding to provide kindergarten classes for each elementary school. The purpose of the program is to provide the pre-school child with experiences which contribute toward his readiness to learn. The program is child-centered and recognizes that children learn through play. Motor development is emphasized through experiences involving fine and gross muscle control.

At present, physical education teachers are not required to schedule kindergarten classes. However, if time permits and the principal approves, any physical education teacher who has an understanding of young children, their learning and behavioral patterns,and motor development potentials, may wish to include kindergarten in his schedule.

Physical education teachers are encouraged to act as consultants in providing activities and materials to kindergarten teachers.

Special Education

Special education classes, located in the elementary schools, are serviced by the physical education teacher. Many of the classes are multi-age groups with children who normally would be in grades one-two-three or four-five-six They will benefit by having the opportunity to have physical education with children of their own physical size or ability as well as by being scheduled as an individual class.

There are various classifications of children in this program:

- the mentally limited
    educable - special classes in regular schools
    trainable - in special schools

- the physically handicapped
    in class called - when the physical handicap prevents the children from operating in a regular school

- the neurologically imparied and emotionally handicapped
    in class called - class for behavioral and learning disabilities (BLD) - (children of normal or higher I. Q.)

- the children with specific language disabilities
    hearing loss - children with normal I. Q. but with aphasia and a very specific language disability

Physical education teachers are most likely to be concerned with the retarded educable and with the behavioral and learning disability classes in their own schools. The other children are usually assigned to special schools which have programs to fit their needs.

Remedial Physical Education

Although the primary purpose of the public school is to educate the child to his maximum capacities, this is often not accomplished. Some children will have needs in physical education that cannot be met during the regular physical education class. These children and their needs should be identified as soon as possible and the children placed in a program of Remedial Physical Education, if the teacher's schedule permits.

Remedial physical education is not to be confused with physical therapy or correctives. Remedial physical education provides additional time for individual or small group instruction which will help children gain confidence and develop those skills which are goals of the regular physical education program.

The following suggestions should be helpful:

I. How can this child be identified?

Children in the most need of such special considerations often fall into the following categories.

A. Timid- the child who is afraid of injury, failure or ridicule

B. Obese- the child who cannot succeed because of a weight problem

C. Restricted or deformed- those children who cannot participate or succeed because of congenital deformity or are restricted in activities because of medical reasons.

D. Poorly coordinated, awkward, often with below normal strength and endurance.

II. How can this program be reorganized?

A. Scheduling: Pupils should meet one or more times per week in addition to their regular scheduled class period.

B. Contiguity: Children with similar disabilities should come from the same class or same grade, and be approximately the same age, so that they would be able to assist each other during daily practice sessions.

C. Class size: Classes should have no more than ten students, so that there is opportunity for individual instruction.

III. What factors are pertinent to a program of remedial physical education?

A. Individual instruction: Children should be instructed on an individual basis and should be given a great deal of time for practice.

B. Level of development: Children should be taught at their individual levels of development and be given activities in which they have the opportunity for success. Activities should be neither too easy nor too difficult but should be challenging.

C. Pre-planning: Activities should be pre-planned and developed so that a more difficult task is preceded by a specific skill needed to accomplish the task.

D. Standards: Standards of achievement are necessary if the child is to know in which direction he is going. Such standards should be based on the individual child, and he should be informed of his progress.

IV. A. Consult with the classroom teachers and other staff members to compile a full picture of the problems of each child involved.

B. Determine what the child's specific needs are. (e.g., is fearful of balls or other thrown objects. He shrinks away from catching for fear of injury.)

C. Plan activities of individual instruction and practice, such as:

1. Practice with bean bags and balls, hoops, jump ropes,
2. Balance activities, static and dynamic,
3. Locomotive activities,
4. Self-testing stunts,
5. Tumbling and apparatus activities,
6. Rhythmic activities on individual basis,
7. Skills associated with specific sports,
8. Short exercise periods.

Swimming Instruction

Because water activities are becoming increasingly popular, some Baltimore County schools are providing instruction in swimming and water safety skills. At present, there are no swimming pools in the Baltimore County Public Schools; therefore, individual schools or groups of schools are encouraged to utilize community resources to initiate programs. The following guidelines were developed to assist schools planning to conduct swimming programs:

1. The area director should give permission to initiate a swimming program. Continuing programs have approval to operate each year.
2. A written agreement must be obtained from the swimming facility management with no restrictions based on race, color, or creed.
3. An inservice training program should be held before the initiation of the program and should involve all those who will instruct the program.
4. It is recommended the swimming program be held during the first two weeks of June or September, when outdoor pools can be used. If indoor pools are available, the program can be held at a different time.
5. The swimming instructor (physical education instructor or classroom teacher) should have an up-to-date Red Cross Water Safety Instructor's rating or equivalent training.
6. The classroom teacher should be in charge of getting children dressed and to and from the facility. He should also act as an instructor's aide.
7. Volunteers, instructors, and aides, (under the immediate direction of the physical education teacher), may be used.
8. All children who participate in the program must have the school accident insurance policy or a policy of comparable coverage. A short term policy is available for children without coverage through the school accident insurer.
9. Each class should have approximately one hour to dress, get to and from the facility, and take instruction.
10. Fourth grade children are recommended for the program, but other grades may be included. Every child must furnish a signed statement from his parents acknowledging his participation in the program.
11. After the program is completed, an evaluation sheet is prepared by the teachers and sent to the Office of Physical Education.

Intramurals

Intramurals provide an opportunity for children to apply skills learned in physical education and satisfy their need for competition. Intramurals are recommended for the intermediate grades, but are not required.

The implementation of an intramural program will depend upon the time and facilities available within the school.

I. Purposes of the intramural program

  A. Provides the children with an opportunity for functional reinforcement of skills in game situations

  B. Gives the instructor more time to teach skills as the students satisfy their need to play and participate during the intramural period

II. Organization of the intramural program

  A. Physical education instructor's responsibilities: To organize and administer the over-all intramural program

  B. Students' responsibilities: To officiate, to help with equipment and marking game areas and keeping time and score

  C. Classroom teacher's responsibilities: May assist in organizing class teams, coaching, officiating, and scoring and timing.

III. Scheduling activities

  A. The intramural program should be initiated after the students have acquired sufficient skills to play in a game situation.

  B. The intramural program could be scheduled during supervised play periods, "noon recess period," and before or after school.

IV. Activities and program

  A. Modified team games, relays, track and field, and skill contests can be utilized to provide a program, as well as the normal team sports.

  B. All interested children who desire to participate should have an opportunity to do so. It is often advantageous to form teams or leagues by ability groups.

Audio-visual Aids

Advanced technology has made great strides in the development of audio-visual equipment that can be utilized in the teaching of physical education. Super 8 single concept loop films, tape recorders (cassette and standard), video-tape, over-head projectors, opaque projectors, filmstrip and slide projectors, movie projectors, Thermo-Fax machines, visual makers, and record players are now available.

The library or media center in the school stores the above mentioned equipment. Arrangements for the video-tape equipment can be made through the supervisor of physical education. Teachers are encouraged to use this equipment to provide and enhance instruction.

The audio-visual equipment can be used to:

- motivate children
- reinforce learning

. enrich instruction
. individualize instruction.

Although there are many excellent commercial sources of audio-visual equipment available, the teacher can personalize instruction by creating material to meet local needs.

Materials are available from the Board of Education's Central Film Library, the Elementary Physical Education Office and many other sources.

Teacher Reference Books

Each school should have in its professional library adequate reference books relating to elementary school physical education. The elementary school physical education book order contains ten books which can be ordered by individual schools. This list will be updated periodically and revised. The nine books listed below are available on the present book order.

Annotated Bibliography

Andrews, Gladys; Saurborn, Jeannette; and Schneider, Elsa. Physical Education for Today's Boys and Girls. Boston, Massachusetts: Allyn and Bacon, Inc. 1960

The focus is on children and their growth. Includes exploration of of movement, games and sports, stunts and related activities, rhythms-dance. Illustrated with many action photographs and drawings. Much of the material is original.

Dauer, Victor P. Dynamic Physical Education for Elementary School Children, third edition. Minneapolis, Minnesota: Burgess Publishing Company. 1968

Includes the newer approaches of movement education and perceptual-motor training. It is a complete book on all phases of physical education with the modern child in mind. Illustrated with many action photographs and drawings.

Diem, Liselott. Who Can. Frankfort, Germany: William Lippert. Available from George Williams College, Chicago. 1957

This book shows how creativity has been brought into calisthenics and apparatus work. In form it looks like stunts and play gymnastics but in method it is essentially a challenge to the child's creative capacity. Highly illustrated.

Drury, Blanche J. and Schmid, Andrea B. Gymnastics for Women. Palo Alto: The National Press. 1966

A completely illustrated book on all the apparatus presently used in women's gymnastics showing progressions. It also includes, with illustrations, the smaller hand apparatus, balls, ropes, hoops, wand and clubs.

Halsey, Elizabeth and Porter, Lorena. Physical Education for Children. New York: Holt, Rinehart and Winston Publishing Company. 1963

A strong emphasis is placed on using movement exploration and creativity in developing motor skills. It gives many examples of problems and challenges that can be used in the movement exploration approach.

Harbin, E. O. Games of Many Nations. New York, New York: Abington Press. 1967

A collection of 149 games collected from 27 nations--active and quiet games for few players to team games. Illustrated with explanatory diagrams.

Mooston, Muska. Teaching Physical Education From Command To Discovery. Columbus, Ohio: Charles E. Merrill Books, Inc. 1966

Explains how to move step by step from the command style of teaching through teaching by task, reciprocal teaching, individual program and guided discovery to problem solving.

Murray, Ruth L. Dance in Elementary Education. New York, New York: Harper and Row Publishers. 1963

The approach is primarily creative and exploratory and is thoroughly practical. Describes devices and games for developing movement and rhythmic skills, games to improve rhythmic responses, dance ideas from songs, poems and music.

Schurr, Evelyn L. Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education. 440 Park Avenue, South, New York, New York: Appleton-Century-Crofts Publishing Company. 1967

Contains a thorough analysis of a large number of basic movement and sports skills listing common errors. Suggests yearly lesson plans for grades K-8. Has criteria for evaluating child, teacher and program in physical education.

Books and Periodicals Available on Loan From Physical Education Office

Each year a current bibliography of professional books and periodicals will be sent to all teachers. These materials are available on loan and teachers are encouraged to utilize them in planning their school programs and for personal and professional reference use. The materials can be obtained by writing or calling the Office of Physical Education.

Public Relations

Public relations are truly human relations and are reflected in the day-by-day values and goals each teacher uses to guide his relationships in the school and community. The attitude of the teacher is evident in his tactful manner of listening and answering the questions of both children and parents. Self-discipline, patienece, tolerance, consideration, and self-control are taught by example, and through the activities of physical education by the skilled teacher. There are three significant phases of public relations in reference to the physical education program: (1) informative letters to the parents, (2) communications with the school faculty, and (3) news media.

Informative Letters to Parents

I. Suggested Criteria for a Letter

A letter to parents should carry a message that has significance for the parent and child. It should:

A. Be brief, concise, and clear

B. Use correct English

C. Present only one central theme in each letter

D. Use a positive approach in presenting the idea

E. Use a sketch, chart, or drawing if it adds emphasis

II. Suggested Central Themes for Letters

Each letter should reflect the teacher's understanding of the school and the community in reference to any of the following:

A. Objectives of physical education (refer to Point of View for specifics)

B. Program of physical education: areas such as testing, rhythms, games, and why they are included

C. Need for participation in physical education by child; what it means to his growth and development

D. Desired physical education attire and reasons for request

E. Safety measures in school and on playground and suggestions for parent or classroom teacher follow-through

F. Invitations to May Days, Sports Days, Special programs, or class lessons

G. Topics of interest concerning controversial subjects

Communication With The School Faculty

I. Suggested Criteria for Communications

Communication with the faculty is to learn as well as to inform. The keynote is a smile. Communications should:

A. Be based on the N.E.A. Code of Ethics

B. Help assist with cooperation and coordination within a school

C. Be informative

D. Be geared to the growth of each child

E. Help assist in excellence of program

F. Help involve faculty and child interest in physical education

II. Suggested Means of Communications

A. Plan cooperatively with faculty and administration

B. Make available unit plans and yearly plans

C. Use newsletters

D. Make bulletin boards

E. Announce special programs and activities

F. Plan cooperatively with other curriculum areas

G. Schedule flexibly, plan cooperatively

Communications to Public at Large

I. Utilize local and community newspapers

II. Utilize radio and television "spot" announcements

III. Utilize stores of local merchants for posters

BEST COPY AVAILABLE

BASE PROGRAM

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Explanation of the Base Program

The Base Program is a program of instruction founded upon the premise that there are basic experiences to which each child should be exposed.

The Base Program establishes a foundation from which teachers can develop a sound sequential physical education program, and also serves to add continuity to the county elementary school physical education program.

The program provides a progression of activities appropriate for particular age groups, taking into consideration the availability of equipment and facilities which are provided for by the county. There is leeway for innovative teachers to use a variety of equipment, in a variety of ways, while providing teachers with a challenge to use additional equipment to enrich their programs.

The Base Program is an outline of suggested activities, and the Yearly Physical Education Program is a suggested outline of time for implementing the activities. Teachers are accorded the flexibility to restrict or expand these outlines to meet the needs of their children.

Even though the Base Program appears to be highly structured, this is not its intent. Each teacher must be flexible and adapt the program to meet the needs of their children. All teachers are encouraged to try new programs and share these with other staff members.

SAMPLE YEARLY PHYSICAL EDUCATION PROGRAM

Gr.	September				October				November				December				January			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	O R	Basic Locomotor Movement Attention Games Apparatus Area			Body Image and Awareness Self-Testing Without Mats Circle, Line, Scatter Games							Creative Rhythms Folk Dance				V	Basic Rope Activities Basic Hoop Activities Bean Bag & Ball Skills and Games			
					Singing Games - - - - - - - - - - Story Plays															
2	I E	Review Apparatus Area Safety		Basic Locomotor Movement and Exploration					OPEN			Rhythms and Folk Dances				A C	Short-Long Rope Skills Ball Skills Hoops - Inner Tubes Introduce Relays			
		Attention Games	Running, Chasing, Dodging Games Small Group Games Activities with Bean Bags & Balls																	
3	N T	Review Apparatus Area Safety		Locomotor Movement and Exploration Self-Testing Stunts									Rhythms and Folk Dance			A T	Rope Skills Ball Skills Net Games of Low Organization			
		Review 2nd Grade Games Sidewalk Games			Running Games Beginning Team Games Ball Activities															
4	A T	Review Apparatus Area		Self-Testing and Fitness Activities Ball Skills Mass Field Games Lead-Up Games Rope Jumping								Basic Dance Steps Folk Dances Introduce Square Dance				I	Net Games and/or Modified Hockey			
		Rev. 3rd Gr. Games Partner Ball Activ. Sidewalk Act.																		
5	I O	Rev. 4th Gr. Games Net Games Volleyball, Deck Tennis, Paddle/Hand Tennis					Cross Country Jogging						Basic Dance Steps Square Dance Novelty Rhythm Activities			O	Basketball Skills Lead-Up Games and/or Modified Hockey			
		Fitness as Self-Testing			Football Skills and Lead-Up Games Mass Field Games				Soccer Skills and Lead-Up Games											
6	N	Rev. 5th Gr. Act. Net Games					Cross Country Jogging						Basic Dance Steps Square Dance Novelty Rhythm Activities			N	Basketball Skills Lead-Up Games and/or Modified Hockey			
		Fitness as Self-Testing			Football Skills and Lead-Up Games Mass Field Games				Soccer Skills and Lead-Up Games											

SAMPLE YEARLY PHYSICAL EDUCATION PROGRAM

Gr.	February 1 2 3 4	March 1 2	March 3 4	April 1	April 2 3 4	May 1 2 3 4	June 1 2 3 4
1	Gymnastics Self-Testing	← →	Rev. Basic Rhy. Act. Folk Dance Parachute Inner tubes	V	Review Fall Games Run - Tag Review Ball Skills Game - Kicking Apparatus Area	Sidewalk Games Rope Jumping Hoops - Inner tubes Review - skills - activities needed in your situation	
2	Mat Skills	→ ←	Creative Rhythmics Folk Dance Parachute Cage Ball	A C	Review Fall Games Apparatus Area Review - Ball Skills Games - Kicking	Sidewalk Games Rope Jumping Introduce Team Games (Low Organization)	
3	Apparatus 1. Light 2. Heavy	→ ←	Rhy. Act. with Balls, Hoops, Ropes Folk Dance Parachute Cage Ball	A T	Self-Testing Stunts Review Fall Games Run-Tag-Dodge Apparatus Area Review Ball Skills Game - Kicking	Sidewalk Games Partner Games Team Ball Games	
4	Note: This unit may be 4-6 weeks		Basketball Skills (Ball Skills) Novelty Rhy. Activities	I	Mass Field Running Games Cross Country Parachute	Relays Kickball - Softball Skills	Sidewalk Games Individual - Dual Activities Rope Jumping
5	Circuit Training	- - - →	OPEN	O	Mass Field Running Games May Day Act. Sports Day Act.	Softball - Boys Kickball - Girls Selected Track & Field Dash Hurdles Relays Jumps	Sidewalk Games Individual - Dual Activities Net Games Shuffle Board
6	Circuit Training	- - - →	OPEN	N	Mass Field Running Games May Day Act. Sports Day Act.	Softball-Boys & Girls Selected Track & Field Events Dash Hurdles Jumps Relays	Sidewalk Games Individual - Dual Activities Net Games Shuffle Board

SAFETY IN PHYSICAL EDUCATION

Motivation and attitude have come to be recognized as most important factors in the process of education. Likewise, in discussion of safety in physical education, ATTITUDE is of prime consideration. To many children, safety and dullness are practically synonymous.

It should be equally obvious that we cannot expect to remove all of the dangers in physical education and recreation activities. Danger is inherent in many of these activities, and much of the thrill of the activity comes from successfully overcoming these dangers. These intrinsic hazards can, however, be materially reduced through an integral program of safety education.

Thus, to be safe in order to have more fun and more adventure is the attitude that should be fostered.

Suggestions for developing a sound safety program:

1. Develop habits of safety among children by a continuous safety program
2. Use posters, bulletin boards, and assemblies to motivate children to practice better safety habits
3. Teach safety practices as a regular part of the classroom and physical education teachers' physical education program
4. Inspect areas for safety hazards
    a. Gym
        (1) Remove or pad hooks and protrusions from the wall
        (2) Remove chairs and tables from the play area
        (3) Check for slickness of highly waxed floors
        (4) Pick up loose paper and debris
        (5) Tie up or remove objects hanging from ceilings
        (6) Check floors for loose tile or boards
        (7) Check windows and light screens regularly
        (8) Check basketball backboards and other apparatus regularly
    b. Playground
        (1) Pick up loose stones, sticks, and glass regularly
        (2) Fill in ruts and potholes
        (3) Check softball backstops regularly for loose wire and broken pipes
        (4) Check jumping pits, sand boxes, and such areas for sticks, stones, and glass
    c. Hard Surface Court
        (1) Sweep sand and gravel from court
        (2) Check surface for holes and cracks
        (3) Check fences for loose or broken wire
    d. Apparatus Area
        (1) See that ground under equipment is loose and free from stones sticks, or glass
        (2) Check apparatus regularly for broken places, loose bolts, and rough edges

September Check List for Physical Education Teachers

1. Meet faculty
2. Acquaint self with all physical education areas
3. Check equipment against inventory. Mark and issue equipment to classrooms
4. Introduce self to classes in their rooms or meet class as schedule goes into operation
5. Have definite plan of operation:
   - How classes will begin
   - Mode of dress required for physical education classes
   - Where to meet for class...how to notify teachers or classes where the day's lesson is to be taught, and to be used
   - Assemble proper kind and amount of equipment
6. Plan more activity than will be needed in lessons
7. Have an auxiliary plan for inclement weather. Be flexible
8. Help is available. Call area helping teacher
9. Get going and GOOD LUCK

Teaching Hints for Physical Education

1. Games of low organization may be repeated often, particularly if they become favorites of the children. Some games move rapidly and serve for use only once, or at best, only a few times. Teachers soon learn through the response of the children those that appeal and may be repeated.
2. Encourage the rapid execution of games. Keep directions simple and concise. Get the game going for rapid playing encourages enthusiasm.
3. Do not permit a game to drag. Every child does not have to have a turn or to play until all are caught, instead limit the tagger to three turns then choose a new leader or a new game.
4. Train the children to respond instantly to a whistle or hand signal even though it may sound off while a game is in progress.
5. Have all equipment ready beforehand to avoid awkward delays during the lesson.
6. Mark a safety boundary line 3 feet from obstacles or walls near the playing space. Never use a fence or wall as the goal line, instead mark a line by lime, a rope stretched out, bean bags dropped in a line, etc.

Sample Sequence of Eight Lessons - Grade 1

Lesson 1	2	3	4
Orientation Explain very briefly some of the rules needed for the organization of the P. E. class. Action: basic movement Game: Stop and start with whistle, circle game, Mouse Trap p. 251	Outdoor Apparatus Area Discuss safety rules as set forth in guide book. Do some simple activity on two different pieces. Game: in apparatus area Follow the Leader Jump the Brook p. 127	Outdoor Apparatus Area Review safety rules. Teach at fence or jungle gym. Action: Basic movement or mimetics. Game: type - circle pp. 250 not Duck Duck Goose	Basic Movement p. 63 mimetics - moving and stopping; high and low; twisting and turning. Games: type - many goal games that involve a fairly straight run Red Lion p. 241 Frog in the Pond p. 243
5	6	7	8
Basic Movement pp. 72-77 Directional and space awareness. Games: type - two goal games involving straight moving. Hill Dill p. 245 Little Brown Bear p. 244	Self-testing Bear Walk One leg balance Cross leg Sit Games: type - one goal game involving a turn and run. Midnight p. 249 Old Grannie Tippie-toe p. 249	Outdoor Apparatus Area Teaching at chinning bar lowering bar if possible, or at parallel bar hangs and travel under side of bars. Action: ball or bean bag skills. Beginning ball/bag handling. Fox and Squirrel p. 90 Whistle Ball p. 97	Self-testing Jump the Brook p. 127 Jump the Shot p. 133 Games: type - small group activities such as: Balls/bean bags Hustle Bustle p. 98 Initial experiences with ropes pp. 126-127

Sample Sequence of Eight Lessons - Grade 2

Lesson 1	2	3	4
Orientation Action: basic movement - directional and space awareness. Games: type - circle Circle Chase p. 253 Mouse Trap p. 251	Outdoor Apparatus Area Review safety rules Do some activity on two different pieces. Self-testing in apparatus area Jump the Brook p. 127 Follow the Leader	Outdoor Apparatus Area Review at jungle gym. Teach fence activities. Sidewalk and fringe area Hopscotch Rope Jumping/Chinese Rope Jumping p. 246 Ball Bouncing - throwing activities	Self-testing Jump and Turn Backward Jump Jump the Shot Games: type - tag Goal games Hill Dill p. 245 Twice as Many p. 245
5	6	7	8
Basic Movement Running - stopping turning Ball Skills: Underhand Toss Two Hand Catch Games: type - ball Bowling p. 105 Team Target p. 107	Basic movement Jumping, dodging, sideway movement Ball Skills: Overhand throw Two Hand Catch (Accent Foot work) Games related to throw and catch Target Throw Relay Simple Form Dodge Ball	Apparatus Area Teach at horizontal ladder or chinning bar* Kicking Skills: Kick a stationary ball Kick a moving ball * - lower a bar if possible	Self-testing stunts Girls - Review dodgeball games p. 110 Boys - A kick ball type game Hit Pin One Base p. 255

Sample Sequence of Eight Lessons

Grade 3

Lesson 1	2	3	4
Orientation Basic Movement Running - Stopping Turning - Dodging Games: type - active Man from Mars p. 242 Little Abner p. 243 Pom Pom Pull Away p. 247	Outdoor Apparatus Area Review Safety Rules. Divide into squads. Work on apparatus. Games: type - active Chinese Wall p. 248 Fire Engines p. 246	Outdoor Apparatus Area Teach at horizontal ladder. Teach fence activities. Games: type - active Midnight P. 249 Relays - involve basic movement	Self-testing Jump the Shot p. 133 Side Walk and Fringe Area Games: Hop Scotch p. 315 Jump Rope Chinese Jump Rope p. 246
5	6	7	8
Self-testing Heel Click Knee Slap Add others Simple Team Game or Drill Using Kicking Skills	Calisthenics Toe Touching Jumping Jack Continue Kicking Skills and game related to it.	Outdoor Apparatus Area Teach at parallel bars or chinning bar. Skills - Review Overhand Throw Two Hand Catch Games: High Over p. 102 Add on Dodge Ball p. 114	Calisthenics In Place Runs Side Bends Continue throwing and catching skills and games.

Kickball
Net Games

Sample Sequence of Eight Lessons

Grade 4

Lessons 1	2	3	4
Orientation (General Procedure) Skills - Kicking Kickball Drill Roll-Kick-Catch Game: Kickball Game p. 330	Drill, Batting for Hand Baseball Use PG. 7" Hand Baseball Game	Paddle Baseball p. 161 Use Paddle Tennis Bat and Tennis Ball or PG. 7"	Review any of preceding games or Inter - squad or Inter - class competition
5	6	7	8
Net Game (Throw and Catch) Skill Drills Throwing Catching Passing - with/without helper Game: Prisoner ball p. 103 (use low net)	Newcomb Serving - with/without helper Rotation Scoring and Rules Game: Informal Game - Use skills but no score	Newcomb p. 279 Complete Game Teams arranged as skill level dictates	Newcomb Inter-squad or inter-class competition

Hard Surface Court and
Soccer

Sample Sequence of Eight Lessons

Grade 4

Lesson 1	2	3	4
Orientation General Procedures Run Laps Line Dodge Ball p. Pom Pom Pullaway p. p. 249	Outdoor Apparatus Area Review Safety Rules (See Notebook). Calisthenics on Jungle Gym Hustle Bustle p. 98 Tigers and Hunter p. 111	Hard Surface Court Run Laps Passing Drill Throwing and Catching Circle Dodge Ball General and His Men p. pp. 113-4	Hard Surface Court Run Laps Throwing and Catching Boundary Ball p. 256 Prisoner Ball p. 103
5	6	7	8
Soccer Dribbling Passing Soccer Kickball	Soccer Skill Drills Fun Games Soccer Long Base Circle Soccer	Soccer Lead-up Games Modified Games	Soccer Inter-Squad or Inter-Class or Intramurals

Sample Sequence of Eight Lessons

Softball

Net Games

Grade 5

Lessons 1	2	3	4
Introduction and Orientation Set General Procedures Softball Activities Use of Batting Tee Catch and Throw Game: Infield Game "Scrub" p. 290	Girls - Kickball p. 330 with PG. 8 or Utility Ball Boys - "Soft" Softball Skill Drills and Practice Tee Ball p. 288	Girls - Drill for Hand softball Hand Softball Game Boys - "Soft"Softball Game	Review preceding or teach new lead-up game. Inter-Squad or Inter-Class competition
5	6	7	8
Modified Volleyball p. 281 (catch and hit) Skills: Review serve Rotation - rules Drill - self set-up and two hand hit-passing	Modified Volleyball Two hand under and over hit Two hand backward hit and serve Informal Game Review scoring Individual help on skills	Modified Volleyball Round Robin Class or Squad Games Time or Score Limit Stress Scoring Rules	Modified Volleyball Inter-Squad or Inter-Class competition

Sample Sequence of Eight Lessons

Grade 5

Soccer

Football

Lessons 1	2	3	4
Orientation General Procedures Little Abner p. 243 Line Relays Rabbits Tail p. 252	Soccer Dribbling Passing Soccer Kickball Soccer Long Base	Soccer Skill Drills Lead-up Games Modified Games	Soccer Circle Soccer Complete Game Inter-class or Intramurals
5	6	7	8
Football Passing Catching Girls may do many of these activities using utility ball or 7" playground ball playing Post Ball. Team Keep Away	Football Various Passing Drills Passing Lead-up games Punt or Pass Back	Football Kicking Drills Lead-up Kicking Games Boundary Ball Punt Back	Football (Non-contact) Passaway Ball

Sample Sequence of Eight Lessons

Soccer

Grade 6

Football

Lessons 1	2	3	4
Orientation General Procedures Fun Games Bombardment p. 117 Circle Pursuit Tag	Soccer Dribbling Passing Soccer Kickball p. 285	Soccer Lead-up Games Modified Games Suggestions for Girls - Boys	Soccer Leading up to possible Intramural Competition in any preceding game or complete game
5	6	7	8
Football Passing Catching Girls may do many of these activities using Utility Ball or 7" playground ball playing Post Ball p. 268. Team Keep Away	Football Various Passing Drills Passing Games Punt or Pass Back Keep Away p. 267	Football Various Kicking Drills Kicking Games Boundary Ball Punt Back p. 267	Football (No Contact) Modified Games Passaway Ball p. 270

Softball

Net Games

Sample Sequence of Eight Lessons

Grade 6

Lesson 1	2	3	4
Orientation Set General Procedure Softball Skills Overhand Throw Batting Tee "Fly" Catching Game: "Scrub" p. 290	Softball Batting Practice Girls - Use "Tee" Boys - Pitcher Game: Long Base p. 288 Small Groups - of 6	Softball Full Game or Further instructions of needed skills	Softball Practice needed skills Inter-Squad or Inter-Class competition
5	6	7	8
Organize Squads Modified Volleyball Skills Practice (lightweight balls) Review rules Rotation Scoring, etc.	Modified Volleyball Skills Practice Regular Ball Serving - with/without helper Passing and volleying drills Nine man team game	Modified Volleyball Full Game Six man teams or nine	**Modified Volleyball** . Inter-Squad or Inter-Class competition Round Robin During class period

CHARACTERISTICS OF CHILDREN

Grades K-1-2

PHYSICAL

Characteristics	Grades			Needs and Program Experiences
	K	1	2	
1. Develops muscles unevenly, big muscles more developed then small	x	x	x	1. Active, boisterous motor activities and games with unrestrained movement
2. Is full of energy	x	x	x	2. Supply opportunity for vigorous play--running, jumping, games, stunts, large apparatus, adequate space and equipment.
3. Tires easily	x	x	x	3. Vary activities--strenuous to less strenuous, present activities in which success can be achieved.
4. May mature at different rate, according to sex: girls often more mature than boys	x	x	x	4. Develop activities to meet individual differences.
5. Enjoys using hands	x	x	x	5. Use objects to manipulate--different size, type, and texture.
6. Enjoys total body movement	x	x	x	6. Provide creative experiences--games, rhythms, movement exploration, and apparatus
7. May develop poor posture			x	7. Create an environment conducive to developing body alignment--through hanging, pulling and running

SOCIAL

Characteristics	Grades			Needs and Program Experiences
	K	1	2	
1. Is individualistic and egocentric	x	x	x	1. Provide sharing experiences, "it" games - providing many turns, small group work, self-testing activities, movement exploration.
2. Likes to play together	x	x		2. Promote sharing with others, learning to win, lose or be caught gracefully, opportunities for small group--hop scotch, jump rope, ball skills, etc.

SOCIAL

Characteristics	Grades			Needs and Program Experiences
	K	1	2	
3. Likes to play with same sex			x	3. Provide large space for play, feeling of belonging to peer group, wholesome attitude toward boy-girl relationship, games, rhythms, story play.
4. Is not particularly interested in team games	x	x		4. Provide active running and climbing activities--group games of low organisation requiring little instruction and involving the use of big muscle.
5. Begins to show interest in team games			x	5. Introduce small group games involving teams.
6. Has sense of personal ownership	x	x		6. Provide sharing responsibilities or experiences--share balls, bean bags, ropes, provide opportunities to pass-out and collect equipment.
7. Is anxious to do things well	x	x	x	7. Supply individual success through self-testing, movement exploration, games.
8. Is sensitive to feelings of peers	x	x	x	8. Supply encouragement, praise, to experience success.

EMOTIONAL

Characteristics	Grades			Needs and Program Experiences
	K	1	2	
1. Needs to move, exhibits verbal agression	x	x		1. Provide activities involving vigorous chasing games, movement, exploration, dramatic play.
2. Enjoys praise	x	x	x	2. Provide activities that permit achievement of success to each child, give encouragement and praise.
3. Is anxious to do things well	x	x	x	3. Use supportive activities.
4. Has strong dramatic interest and make-believe play	x	x	x	4. Provide for self-expression - creativity--rhythms, dramatic play, pretend activities.
5. Is sensitive to feelings of peers and adults	x	x	x	5. Provide affection, praise, encouragement.

EMOTIONAL

Characteristics	Grades K	1	2	Needs and Program Experiences
6. Lacks self-confidence	x	x		6. Provide activities requiring some responsibility--no pressure. Non-co. competitive action games without stress of victory
7. Has spontaneous honest, frank verbal expression	x	x		7. Exercise good judgment in accepting this verbal expression.

INTELLECTUAL

Characteristics	Grades K	1	2	Needs and Program Experiences
1. Is eager to learn	x	x	x	1. Create a climate where learning can take place, activities to build self-confidence.
2. Is imaginative and curious	x	x	x	2. Create an opportunity for expression of ideas and use of body, creative dance, creative stunts, exploration with basic skills and small equipment.
3. Likes to assume responsibility	x	x	x	3. Provide responsibility on level of ability--things not people, delegate responsibility so it can be accepted.
4. Can follow simple directions	x	x	x	4. Give guidance in working with abstract ideas, rules and regulations of games and activities based on their ability level.
5. Has short attention span	x	x		5. Vary activities, both physical and mental.

CHARACTERISTICS OF CHILDREN

Grades 3-4

PHYSICAL

Characteristics	Grades 3	Grades 4	Needs and Program Experiences
1. Has more refined and graceful gross motor patterns	x	x	1. Introduce specific sport skills, expressive style skills utilized in dance, traditional dance skills.
2. Improved hand-eye coordination, growth in manipulative skills		x	2. Provide opportunities to handle smaller objects more importance placed on accuracy, throw at moving targets.
3. Is healthier and less subject to fatigue though may drive self to fatigue		x	3. Teach recognition of symptoms of fatigue and moderation in competition.
4. Tends toward poor posture, careless of personal appearance	x	x	4. Teach understanding of body mechanics, developmental exercises, vigorous running games, large apparatus and fitness activities.

SOCIAL

Characteristics	Grades 3	Grades 4	Needs and Program Experiences
1. Is more socially mature, interested in welfare of group		x	1. Introduce team activities, dance compositions with small groups.
2. Has greater sex differences in skills; some antagonism toward opposite sex	x	x	2. Use ability grouping and separation of sex for some team games.
3. Sees need to practive skills for improvement of skill and to gain social status		x	3. Have guided practice sessions, self-testing problem solving situations through drills, skill drill games.

EMOTIONAL

Characteristics	Grades		Needs and Program Experiences
	3	4	
1. Has high spirit of adventure	x	x	1. Provide activities requiring courage, adventure, initiative.
2. Exhibits verbal agression	x		2. Give help in developing desirable socio-emotional habits and attitudes.
3. Is aware of self as individual	x	x	3. Create indiviaual satisfaction through self-testing activities. Creative dance experiences, team games.
4. Begins to develop some self discipline		x	4. Foster good socio-emotional habits in leading, following and in sportsmanship.

INTELLECTUAL

Characteristics	Grades		Needs and Program Experiences
	3	4	
1. Is alert and eager to learn new skills	x	x	1. Promote assimulation of a variety of more complex activities. Self-testing activities of all types, problem solving method used in analyzing own pattern skills.
2. Can reason through direct observation		x	2. Promote improved leadership and followship qualities.
3. Becomes more sports interested		x	3. Introduce sports skills, drills and simple lead-up activities. Team games - no pressure
4. Enjoys team and group activities, competitive in spirit		x	4. Include many team games, relays, some combatives.

CHARACTERISTICS OF CHILDREN

Grades 5-6

PHYSICAL

Characteristics	Grades 5	6	Needs and Program Experiences
1. Is extremely active	x	x	1. Provide active-rough-and tumble activities (with supervision).
2. Is subject to fatigue	x	x	2. Promote need for adequate rest--sufficient number of hours of sleep, training in efficient movement, pacing during activity.
3. Undergoes periods of physical adjustment--sexes separated	x	x	3. Observe need to separate sexes--football, soccer, softball. Also co-recreational activities--gymnastics, dance, intramurals, team sports--volleyball, softball
4. Evinces poor body posture	x	x	4. Promote to understand fitness elements, growth and abilities due to puberty, fitness tests, developmental exercises, apparatus, class discussion.
5. Keen interest in proficiency co-ordination becoming highly developed	x	x	5. Promote need to learn more difficult skills, more coaching on refinement of skills, how skills apply to game.
6. Growth of muscles in boys increasing, most girls in puberty	x	x	6. Promote need to develop a good attitude toward fitness level, posture, activity and proficiency, knowledge of strength and endurance.

SOCIAL

Characteristics	Grades 5	6	Needs and Problem Experiences
1. Seeks peer prestige and adult approval, team loyality develops	x	x	1. Promote need to develop sportsmanship, stability, and abide by rules set-up by a group. Long term membership on a team-team games, dance, gymnastics
2. Develops self-reliance and independence	x	x	2. Promote need opportunity to improve and display motor ability, increase responsibility--student leaders, team captains, squad leaders.

SOCIAL

Characteristics	Grades 5	 6	Needs and Program Experiences
3. Change of interests between boys and girls	x	x	3. Recognize need to separate sexes within classes for many activities.
4. Continue hero worship	x	x	4. Promote need to understand desirable characteristics of a hero; discuss attributes of an "athlete".
5. Is unwilling to take on experiences in which which they are not skilled	x	x	5. Promote need to understand that everyone can't do everything; activities should be presented whereby prestige can be gained.
6. Values sportsmanship	x	x	6. Promote need to learn sportsmanship and a code of ethics, follow rules and regulations of games.

EMOTIONAL

Characteristics	Grades 5	 6	Needs and Program Experiences
1. Begins to develop self-discipline	x	x	1. Promote need to participate in team games and activities to assist in developing emotional control.
2. Exhibits verbal agression	x	x	2. Promote need to participate in activities where an understanding of different abilities can be learned.
3. Is self-conscious of ability	x	x	3. Give individual attention to assist in overcoming incompetence or realize lack of ability.
4. Is unpredictable--grown-up today, childish tomorrow	x	x	4. Supply activities involving co-operation and team work, to help emotional adjustment; show understanding of individual shortcomings.
5. Is anxious to try things	x	x	5. Supply new and challenging activities--self-testing, apparatus, track and field, breaking records.

INTELLECTUAL

Characteristics	Grades 5	6	Needs and Program Experiences
1. Acquires skill	x	x	1. Promote need to practice and apply sport skills in a progressively more complex situation.
2. Possesses increasing ability to analyze and evaluate progress	x	x	2. Promote need to develop an understanding of the basic concepts of movement that apply to many activities --balance, force, projectiles.
3. Likes to set own standards	x	x	3. Promote need to be involved in planning and evaluating activities, establish sportsmanship rules, rules and regulations of class organization, activities, intramurals.
4. Is resourceful and creative	x	x	4. Supply activities to show individual expression--free exercise, rhythms and dance, jump rope, bamboo poles, team strategy, special school programs.
5. Enjoys freedom with less supervision	x	x	5. Promote need to assume responsibility in organizing and playing games on their own (must be taught).

CURRICULUM MATERIALS

BASIC MOVEMENT

BEST COPY AVAILABLE

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Vocabulary for Basic Movement....65

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What the Body Does in Relation to Where the Body Is....71
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Basic Movement Applied to Some Specific Skills....78

BASIC MOVEMENT

"Movement Education may be defined as an individual approach or system of teaching children to become aware of their physical abilities and to use them effectively in their daily activities involving play, work, and creative expression."[1] Basic movement skills are the core on which all games and sports, dance, gymnastics, and aquatic skills are based. Therefore a good foundation of basic movement skills and understanding needs to be laid in the primary and intermediate grades. "The extent of each child's experience is dependent on the encouragement, freedom, and space available to move and explore."[2]

Basic movement is an on-going process which is continuous through the grades throughout the school year. Basic movement experiences can be incorporated into daily lessons as warm-up activities, in skill practices, and in game situations.

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[1] Marian North, A Sample Guide to Movement Teaching

[2] Evelyn L. Schurr, Movement Experiences For Children

Analysis of Basic Movement

HOW	Space:	Limited - where the body is in own space Unlimited - where the body is in unlimited space
	Time:	Slow Fast Medium
	Force:	Light Heavy
	Flow:	Restrained Free
WHAT	Body Awareness:	Parts of Body Whole Body
	Movement Skills:	Locomotor - walk, run, jump, hop, etc. Non-Locomotor - curl, stretch, push, bend, etc.
	Concepts:	Concrete - animals, shapes, letters, numbers, etc. Abstract - moods, emotions, unseeable abjects, etc.
WHERE	Space:	Personal - where the body is in relationship to body parts General - where the body is in relationship to others and objects
	Directions:	Up-down Forward-backward Right-left
	Levels:	High Low Medium
	Pathways:	Even - straight diagonal Uneven - circular spiral

Vocabulary for Basic Movement

A. Elements of Movement
    1. Space
    2. Time
    3. Force
    4. Flow

B. Movement Skills
    1. Locomotor Skills
        a. start-stop
        b. crawl
        c. walk
        d. run
        e. jump
        f. hop
        g. gallop
        h. skip
        i. slide
        j. leap
        k. dodge
    2. Non-Locomotor Skills
        a. shake
        b. push
        c. pull
        d. stoop
        e. kneel
        f. swing
        g. sway

- h. turn
- i. twist
- j. bend
- k. stretch
- l. balance
- m. pike
- n. straddle
- o. jerk
- p. arch
- q. tuck-curl
- r. roll

C. Directional

- 1. forward
- 2. backward
- 3. sideward
- 4. right
- 5. left
- 6. up
- 7. down
- 8. over
- 9. under
- 10. in
- 11. on
- 12. around
- 13. through

D. Pathways

- 1. straight
- 2. diagonal

3. curved, circular, spiral
4. square
5. triangle
6. zigzag

E. Levels
1. low
2. high
3. medium

What the body does is the foundation to how the body moves. Included in every movement are the elements of space, time, force, and flow. It is through the use of such qualities that the most effective movement patterns will result. The following will show how movement skills, body awareness, and concepts can be combined with the elements of movement.

Grade Stress	Basic movement	Comments
BK-1	A. Movement Skills	
	1. Locomotor Skills	Emphasize correct movement skills.
	a. Space	
	(1) Jump like a rabbit in your own space.	
	(2) Run, using as much space as you can without touching another person.	Build good listening habits.

Grade Stress	Basic Movement	Comments
	b. Time	
	(1) Make your body walk very slowly.	Use drums, music or clapping.
	(2) Move your body quickly around the room.	
	(3) Skip, using your arms in a variety of ways.	Make commands brief.
	c. Force	
	(1) Gallop very lightly.	Emphasize use of vocabulary words.
	(2) Walk, using heavy steps.	
	(3) Skip lightly, making arms do strong movements.	
	d. Flow	
	(1) Run, keeping the body parts close together.	
	(2) Walk very freely, using all body parts.	Encourage children to seek new ideas.
	2. Non-Locomotor Skills	
	a. Space	
	(1) Make hands shake.	Have children pretend they have a bubble around them to avoid collisions.
	(2) Make body swing, traveling around the room.	
	b. Time	
	(1) Make body sway very slow.	Use extreme contrasts to show medium speed.
	(2) Make body twist very quickly.	
	(3) Make body turn at a medium speed.	
	c. Force	
	(1) Make your body shake very lightly,	Introduce new words for force, such as 'soft and hard".
	(2) Make your body pull something very heavy (strong type movement).	
	d. Flow	

Grade Stress	Basic Movement	Comments
	(1) Make your body sway like a tree with a tiny breeze blowing.	Try activities on page 298.
	(2) Make your body sway like a tree in a storm.	
	B. Body Awareness	
	1. Parts of body	
	a. Space	
	(1) Move just your arms in as many different ways as possible.	State another word for own space--spot.
	(2) Travel around room using one leg and two arms.	Emphasize use of empty spaces.
	b. Time	
	(1) Show very slowly how many different ways you can move your knees.	Discourage copying.
	(2) Jump quickly using your arms and legs to get you very high.	
	(3) Walk, using your hips in different ways.	
	c. Force	
	(1) Make your stomach move in small circles.	Don't assume students know body parts.
	(2) Show someone chopping down a hugh tree using your arms.	
	d. Flow	
	(1) Sit, making your hands and feet twist and shake.	
	(2) Make your body flow like a brook.	
	2. Whole Body	
	a. Space	
	(1) Make your whole body twist and shake in your own space.	
	(2) Slide, using your whole body but avoiding collisions.	

Grade Stress	Basic Movement	Comments
	b. Time	
	(1) Do a swinging, lazy walk.	Make voice tone fit command.
	(2) Make your body move as though a bear were chasing you.	
	(3) Move, not too fast but not too slow, to another part of the room.	Keep noise at a minimum.
	c. Force	
	(1) Make your body into a butterfly going from one flower to another.	
	(2) Make your muscles feel very strong.	
	d. Flow	
	(1) Make your body jerk without letting your feet come off of the ground.	
	(2) Make your body skip and twirl without touching another person.	
	C. Concepts	TRy activities on page 298.
	1. Concrete - objects that can be seen (shapes) animals, numbers, letters, words, etc.	
	a. Space	
	(1) Make the letter "A" with your body.	Use flash cards for visual stimulus.
	(2) Skip out the letter "S" on the floor.	
	b. Time	
	(1) Make your body into a leaf falling from a tree.	May have to use your body to demonstrate an idea
	(2) Make your body into a racing car.	
	(3) Make the word "IT" on the floor.	Can be done with partners or groups
	c. Force	
	(1) Make your body into a balloon floating in the air.	
	(2) Make your body walk like an elephant.	

Grade Stress	Basic Movement	Comments
	d. Flow	
	(1) Make your body spell your first name in your own space.	
	(2) Make your body an Olympic ice-skater.	
	2. Abstract - objects that cannot be seen (wind, emotions, moods, colors)	
	a. Space	
	(1) Make your face show happiness.	Try pictures motivation.
	(2) Make your body into a gust of wind.	
	b. Time	
	(1) Make your body move as though you're very tired.	
	(2) Make your body act as though you just had a surprise.	
	(3) Make your body show at a medium speed a flower growing.	
	c. Force	
	(1) Show with your body delight.	Emphasize the use of the whole body.
	(2) Make your body into a big dark thing (some type of monster).	
	d. Flow	
	(1) Use your face and arms to show a lot of anger.	
	(2) Make your body into a springtime breeze.	

All movement patterns take place using space. Movements can go in different directions, high or low, and in a variety of pathways. An awareness of where the body is moving is essential in the learning of one's own relationship to the surrounding environment. The following will show how movement skills, body awareness, and concepts can be combined with where the body is while in motion.

Grade Stress	Basic Movement	Comments
B2-3	F. Movement Skills	
	1. Locomotor	
	a. Space	
	(1) Walk and touch your ankle to your wrist.	Do as many different ways as possible.
	(2) Hold hands with a partner, see if you can skip face to face and back to back without stopping.	
	b. Direction	
	(1) Run, moving your hands up and down.	
	(2) Hop forward, jump backward.	
	(3) Skip to the right, gallop to the left.	
	c. Levels	
	(1) Get your body as low to the ground as you can and move in different ways.	Select the better movements to show to entire class.
	(2) Jump as high as you can.	
	(3) Walk high and low and in-between.	
	d. Pathways	
	(1) Even	Use children's ideas to further your own imagination.
	(a) Walk to a wall as efficiently as you can.	
	(b) Slide back to your starting place.	
	(2) Uneven	
	(a) Leap, making the shape of a ball.	
	(b) Skip in a circle; start with a big circle and end with a very small one.	
	2. Non-Locomotor Skills	
	a. Space	

Grade Stress	Basic Movement	Comments
	(1) Touch your left hand to the outside of your right foot.	Use bend and twist.
	(2) Stretch, bend, and twist keeping your back to your neighbor's.	
	b. Directions	
	(1) Make your body stretch high; quickly go down low.	Give more individualized comments.
	(2) Make your body swing forward and backward.	
	(3) Twist your right arm; shake your left arm.	
	c. Levels	
	(1) Get your body as low to the ground as you can and make it roll.	See pages 298-302 for ideas.
	(2) Make your arms reach high, stretching and bending your hands.	
	(3) Stand straddled, swaying from side to side.	
	d. Pathways	
	(1) Even	
	(a) Keep the legs together, stretch as high as you can, then bend, touching your toes.	
	(b) Straddle your legs, bend and touch right hand to left foot, and left hand to right foot.	
	(2) Uneven	
	(a) Make your body move like a spinning top.	
	(b) Start, sitting on the floor, use pulling, pushing, and turning, trying to climb a bean stalk.	Have children identify their movements.

Grade Stress	Basic Movement	Comments
	G. Body Awareness	
	1. Parts of body	
	a. Space	
	(1) Bend and touch your nose to your ankle	
	(2) Lie with the back of your legs against the wall.	Expect a variety of responses.
	b. Directions	
	(1) Walk, making your arms move up and down in opposition, touching your knees.	Polish or refine movements in a sequence.
	(2) Move your head forward and backward.	
	(3) Keep your head still and move your eyes side to side (left to right).	
	c. Levels	
	(1) Make your body go as low as it can without touching the ground.	
	(2) Get your feet as high as you can.	
	(3) Make your stomach so it is higher than any part of your body.	
	d. Pathways	
	(1) Even	
	(a) Move your heel in a straight line.	
	(b) Make an "X" with your body using two diagonal lines.	
	(2) Uneven	
	(a) Make your nose travel in a circle.	
	(b) Pretend you are wrapping a rope around your body starting at your feet, ending at your head.	
	2. Whole Body	
	a. Space	

Grade Stress	Basic Movement	Comments
	(1) Bend in as many ways as you can so that as many body parts as possible touch.	
	(2) Keep your back facing the wall, walk, making your body as wide as you can.	Emphasize the range of the movement.
	b. Directions	
	(1) Pretend you're climbing up a ladder; come down the ladder.	
	(2) Leap, using your whole body, forward then backward.	
	c. Levels	
	(1) Lie on the floor using your arms as the traveling force.	
	(2) Keep your legs straight and jump as high as you can.	Discuss cushioned landing.
	(3) Kneel on the floor and discover ways to move the rest of your body.	
	d. Pathways	
	(1) Even	
	(a) Show how a person walks on a tight rope.	Emphasize eye focus.
	(b) Show how a strong wind affects the way a person walks.	
	(2) Uneven	
	(a) Make your body roll like a ball, pencil, etc.	
	(b) Jump and turn without touching another person.	Emphasize large flowing movement.
	H. Concepts	
	1. Concrete - animals, shapes, letters, words, numbers, objects seen	
	a. Space	

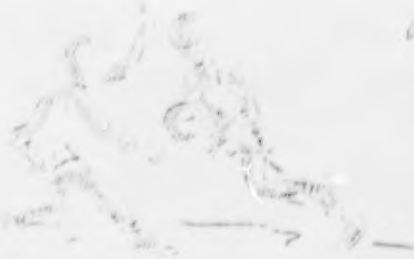
Grade Stress	Basic Movement	Comments
	(1) Make your body into the number 4.	
	(2) Use your body to make a triangle.	Note that children enjoy working in groups to make shapes.
	b. Direction	
	(1) Move your body like a kangaroo.	
	(2) Pretend you are a rocking chair.	Can be done at different levels
	(3) Touch a person wearing red with your right hand; touch a person wearing blue with your left hand.	
	c. Levels	
	(1) Move your body as though it were a snake.	
	(2) Walk like a giant.	
	(3) Walk like a duck.	
	d. Pathways	
	(1) Even	
	(a) Make a letter that has a straight line in it (T, L, M, etc.).	
	(b) Show with your body a number or shape using a diagonal line.	
	(2) Uneven	
	(a) Make the letter "O" with your body.	
	(b) Pretend you are climbing an old, winding stairway.	
	2. Abstract - objects that cannot be seen moods, colors, emotions, wind	
	a. Space	
	(1) Show with your whole body in your spot how you feel when you're sad.	Emphasize the use of combinations of movements to show ideas.
	(2) Travel around the room showing happiness.	

Grade Stress	Basic Movement	Comments
	b. Directions	
	(1) Show with your body how a bird flies and lands.	Allow students to explore.
	(2) Travel forward, showing how you feel when you see red; travel backward showing how you feel when you see green.	
	(3) Travel to the left and right showing you're very gay.	
	c. Levels	
	(1) Show with your body how you feel when you are very tired.	
	(2) Make your body into a beautiful spring day.	Emphasize the use of continuous sequence of the movement.
	(3) Pretend it is a "dark, spooky night" and move the way you feel.	
	d. Pathways	
	(1) Even	
	(a) Move in a straight line, showing how your body feels love.	
	(b) Move your body in a diagonal line showing how it feels when you see blue.	
	(2) Uneven	
	(a) Make your body show confusion (going around in circles).	Give more problem solving tasks as children progress.
	(b) Show with your body a tornado.	
	I. Small Equipment	
	1. Ball handling - bounce the ball, keeping it waist high	Note that the use of hand equipment can be applied to basic movement through the use of "How, What and Where."
	2. Hoops - spin the hoop so it looks like an eggbeater.	
	3. Wands - balance the wand on as many different body parts as you can discover.	

Grade Stress	Basic Movement	Comments
	4. Tires - move around, over, in, and through the tire in as many ways as you can.	
	5. Ropes - make the letter "O" with your rope and find new ways to go over it.	
	6. Stilts - place two feet on the stilts and balance for the count of 3.	
B4-6	J. Basic Movement Applied to Some Specific Skills	

Grade Stress		Batting	Place Kick	Under-hand Throw, Volley-ball Serve	Basket-ball Lay-Up, Volley-ball Spike	Spring-board Approach, Take-Off Jump, Land	Diving Forward Roll
B4-6	Start-Stop						
	Crawl						
	Step-Walk	X	X	X	X		
	Run					X	X
	Jump					X	X
	Hop						
	Gallop						
	Skip						
	Slide						
	Leap				X		
	Shake						
	Push				X	X	X
	Pull						
	Stoop						
	Kneel						
	Swing	X	X	X			
	Sway						
	Turn						
	Twist	X					
	Bend	X	X	X			X
	Stretch	X	X	X	X	X	X

Grade Stress	Batting	Place Kick	Underhand Throw, Volleyball Serve	Basketball Lay-Up, Volleyball Spike	Springboard Approach, Take-Off Jump, Land	Diving Forward Roll
Forward	X	X	X	X	X	X
Backward						
Sideward	X					
Right						
Left						
Upward		X		X	X	X
Downward					X	X



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HAND EQUIPMENT

General Methods of Instruction and Teaching Techniques

I. Class Procedures

   A. Classes may enter auditorium or hard surface area in one single line and walk to a pre-determined line for further instructions.

      1. Explain class procedure.

      2. Set up rules and restrictions as to class conduct with equipment.

      3. Stress class attention while you are speaking; for example, point out that any child who drops a piece of equipment while you are speaking must put it into a collection box for a specific period of time.

II. Equipment Distribution

   A. Have equipment in bags or in large boxes ready for distribution and collection.

   B. Have children select supplies as they pass the bags and boxes in single or double file; hand out as they pass.

   C. Select equipment to be used with partners in single file with every other person picking up equipment.

III. Class Formation

   A. Formal Method

      1. Arrange class in files, rows, squads, etc., each individual responsible for remembering his own position.

      2. Count off, having specified numbers move forward or backward until lines are formed.

      3. Separate boys from girls for a third type of formation.

      4. Demonstrate first in formal methods, then lead while children practice the skill in unison. Children may be permitted a free period during which they can practice informally the skills they have observed.

      5. Have each line perform the skills while the others observe.

      6. Teach 2 or 3 skills, then use these in a simple game before moving to the next skills; such method can become boring and in-effective if too formalized.

7. Encourage suggestions from children for new stunts in their free period.

B. Informal Method

1. Have child find his own area, making sure he doesn't interfere with his neighbor. (This method best used with a group that is capable of organization within themselves; however, it can be used with close supervision by teacher.)

2. Demonstrate skill, then have children practice on their own taking skill as far as they can. Stop activity to correct faults and add to skill taught.

3. Group children into squads for practice when possible (soccer), etc.

4. Call on children for demonstrations when necessary.

5. Combine informal method with formal when possible.

IV. Lack of Equipment

A. Collect supplies from classrooms to fulfill lesson needs if necessary.

B. Use bean bags if short on various type balls.

C. Use buddy system where each partner tries skill and then passes off to buddy.

D. Use all type balls; in mass ball skills classes; soccer, softballs, tennis balls, basketballs, etc., children can trade off often

E. Have children bring supplies from home to suppliment program needs.

Grade Stress	Hand Equipment - Bean Bags	Comments
	A. Bean Bags	
BK-1	Initial Experience	
	1. Tactual experience	
	a. Handle bean bag, feel, rub, shake, etc.	
	b. Put it from hand to hand; on head, shoulder, foot, etc.	Use children's ideas.
	c. Pass it around body, through legs, etc., passing hand to hand	
	d. Drop and pick up	

Grade Stress	Hand Equipment - Bean Bags	Comments
RK-3	2. Body awareness	
	a. Balance bean bag on head, shoulder, arm; walk, run, gallop, skip.	
	b. Balance bean bag on a part of body while doing stunt; sit, kneel, lie, stand, doggie walk, crab walk, etc.	
	c. Balance bean bag on instep; walk, swing leg, lift bean bag	
	d. Walk balance beams holding bean bag on palm, on head, etc.	
	e. Review kindergarten-first grade skills.	Use children's ideas too.
	f. Place bean bag between feet and jump several times.	
	g. From lying-on-back position	
	(1) toss to self from various arm positions	
	(2) use both feet, bring bag overhead and deposit back of head	
	h. Drop bean bag into hands off head, shoulders, elbow.	
	i. Drop bean bag off back of hand or elbow and catch with same hand, other hand.	
	j. Drop bean bag off back of head, catch two handed behind back, catch one handed.	
	k. Balance bag on all fours, hands, knees, back of heel, kick bag forward, overhead, and catch.	
	l. Balance bag on head, sit down, get up, lie down, get up.	
	Eye-Hand Coordination	
	1. Toss up with one or two hands and let it hit the floor.	Stress keeping eyes on bag.
	2. Toss up with one or two hands and catch; low toss.	

Grade Stress	Hand Equipment - Bean Bags	Comments
BK-3	3. Toss from hand to hand.	
	4. Toss away underhand, run and retrieve, run and catch.	
	5. Throw away overhand, run, and retrieve.	
	6. Bend, throw through legs, retrieve.	
	7. Underhand and overhand toss at target, bulls-eye, box, wastebasket, pins, etc.	State that overhand toss is like swatting at a fly.
	8. Toss upward and catch - one hand, both hands, back of hand.	
	9. Toss overhead, turn and catch - clap hands and catch.	
	10. Toss upward, turn completely around and catch, touch floor and catch.	
	11. Toss overhead from one side to the other.	
	12. Toss from hands behind back overhead to front and reverse.	
	13. Toss around body, under leg, back hand, behind back, etc., and catch.	
	14. Toss to hands from toes, from knee, from between toes of both feet, from between heels of both feet.	
BK-3	Eye-Foot Coordination	
	1. Place bean bag on foot - walk	
	2. Kick bean bag - dominant foot	
	3. Kick bean bag - other foot	
	4. Kick bean bag - alternate feet (dribble)	
	5. Place bean bag on instep, kick away, retrieve, kick and catch.	
	6. Drop bean bag on foot.	
	7. Drop kick bean bag before it hits the ground (punt).	

Grade Stress	Hand Equipment - Bean Bags	Comments
	8. Toss bean bag to self from toe and catch, from knee, etc.	
	9. Sit, place bean bag on both feet and toss to self, between feet and toss.	
BK-3	Partner Activities	
	1. Slide bean bag back and forth to partner.	
	2. Place a pin or plastic bottle between partners, take turns sliding bean bag into the pin. Same with a throw	
	3. Toss underhand to partner and overhand; increase distance.	Have children stand face-to-face, take two steps apart.
	4. Toss back and forth using different types of throws.	
	5. Toss with bean bag balanced on head, elbows, knee.	
	6. Have partners sit tailor (cross-legged) fashion about ten feet apart. Throw and catch with various styles. Toss from various other sitting positions with the bag balanced on the toss or instep.	
	7. Place bean bag on instep, kick to partner for catch.	
	8. Use two bean bags at once.	
B4-6	Small Group or Team Activities	
	1. Use bean bags instead of blocks in block relay.	
	2. Use bean bags in throw-and-stoop relay.	
	3. Shoot baskets into waste can.	
	4. Bowl (instead of ball)	
	5. Use bean bags as device to learn an advanced skill in an easier and safer situation, i.e., scoops, hockey, football, basketball, passing and catching on the run.	

Bean Bag Games

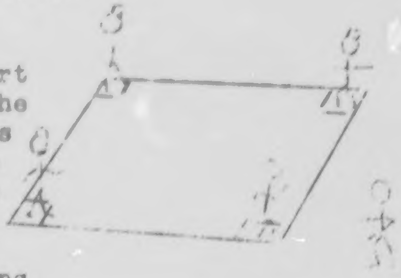
BK-3 1. Four Corner Tag

Players: Four players active at a time
Skills: To walk or run balancing bean bag on head
Equipment: 4 bean bags
Area: A square court

Rules:

1. Have four players with bean bags on heads take places on a square, one in each corner. Other players line up beside court to await turn.

2. Have each player on signal start walking or running as fast as he can toward corner square on his right in an effort to overtake and tag player ahead. Players must touch each corner square.



3. Have player go to end of waiting line if tagged or bean bag falls off his head.

4. Tell players they may adjust their bean bags during a change of players, but at no other time.

5. Call winner the one who is able to remain in game longest time.

Variation:

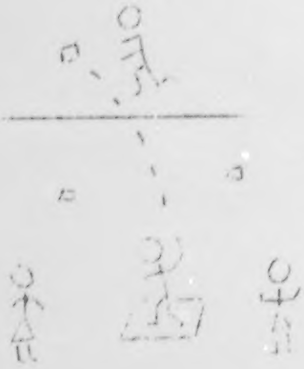
After a player has gone around two times, he is retired into a winners circle. Later, have a play-off of all winners.

BK-3 2. Over the Line

Players: Small group play (8-10 players per group)
Skills: Throw and catch
Equipment: 1 bean bag per player

Rules:

1. Construct a throwing box three feet square drawn on the field. A ten foot line is drawn 20-30 feet from the box.



2. Have one player IT, stand in field in back of line.

3. Have each player in turn, steps into throwing box and throws his bean bag (using an overhand throw) over the line as far as he can. Any bean bags which don't go over line are "dead".

4. Have IT try to catch all bean bags that go over line before they hit ground. Those caught are also "dead".

5. Make player who throws uncaught bean bag farthest over the line is new IT. If IT can catch all bean bags that go over line, he is IT again.

6. Have "dead" players go to the graveyard until game is over.

B2-6 3. Duck On the Rock

Players: Small group
Skills: To throw for accuracy and tagging
Equipment: Duck pin or plastic bottle (the "Duck") traffic cone or box (the "Rock") at each game, one less throwing object than number of players

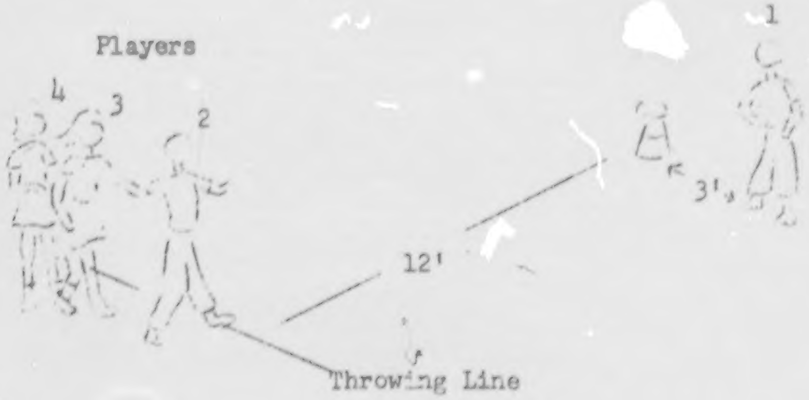
Rules:

1. Place "Duck" on "Rock" to start game. Guard stands to one side, not blocking throws.

2. Have throwers throw in turn at "Duck".

3. Tell throwers they should:

   a. Remain behind throwing line as long as the "Duck" is on "Rock".



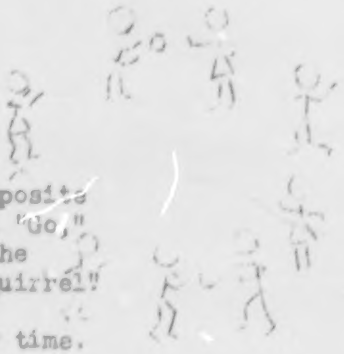
b. Retrieve thrown object and attempt to return to throwing line without being tagged by guard if "Duck" is off "Rock".

4. Tell guard he should:

a. Knock "Duck" off "Rock" with his hand if all throwers miss, pick up one of the thrown objects, and run to throwing line. Thrower who does not secure a throwing object becomes new guard.

b. Replace "Duck" before trying to tag a thrower if any thrower knocks "Duck" off "Rock".

BK-1 4. Fox and Squirrel



Skills: To throw and catch
Equipment: Bean bag and ball

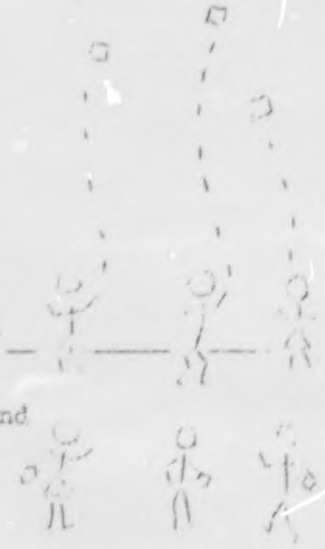
Rules:

1. "Fox" (ball) is held in circle opposite "Squirrel" (bean bag). On signal "Go," both objects are started around the circle, "Fox" trying to catch "Squirrel".

2. "Fox" may change direction at any time. "Squirrel" must change direction only to avoid being caught.

Note: Use different size and color objects for awareness and dexterity.

BK-1 5. Throw the Bean Bag



Skill: Throwing
Equipment: One bean bag per player

Rules:

1. Line up six or eight players on throwing line. On signal "throw," each throws his bean bag as far as he can into the field, then runs down and stands beside his own bean bag.

2. Line up six or eight more players and throw; continue until everyone has thrown.

3. Keep bean bag where it drops if it hits player in field.

4. Call winner the player who threw farthest.

Variations:

1. Work on different types of throws each time.

2. Have players throw just hard enough to get bean bag just over a certain line. Increase distance on next throw brings more control to a throw.

3. Caution players in field to face throwers and be alert.

NOTES:

Grade Stress	Hand Equipment - Balls	Comments
K-1	B. Balls	
	Initial Experience	
	1. Tactual	
	a. Examine all kinds of balls for:	
	(1) Texture	Cut an old ball in half.
	(2) Size	
	(3) Color	
	(4) Weight	
	(5) Hardness.	
	b. Discover what each kind can and cannot do	
K-3	2. Body awareness (how the body works encumbered by a ball)	
	a. Sit, kneel, stand with legs together or apart.	
	(1) Roll ball on floor around body.	Use children's ideas.
	(2) Pass ball around body.	
	b. Sit on ball	
	(1) Put arms out, up, on head.	
	(2) Hold up one leg, other leg, both legs.	
	(3) Balance heel of one foot on toes of other, arms wide.	
	(4) Make ball roll back and forth while sitting on it.	
	c. Lie on ball, face down	
	(1) Lift arms	
	(2) Lift legs	
	(3) Lift arm and leg	
	(4) Make ball roll back and forth,	

Grade Stress	Hand Equipment - Balls	Comments
	d. Standing position	
	(1) Trunk involved with bending, twisting, stretching	Try imitiative movements.
	(2) Legs together, astride and in the lunge positions forward, sideward, and to the rear	
	(3) Move ball by rolling or passing around all parts of the body.	
K-1	Ball Skills Classifications	
	Ball skills are divided into the following skill classifications:	Instruct how to hold ball while receiving instructions.
	1. Handling	
	2. Swinging	
	3. Rolling	
	4. Bouncing	
	5. Tossing	
	6. Throwing	
	7. Catching	
	Eye-Hand Coordination	
	1. Roll ball and retrieve.	Have children use one or two hands.
	2. Roll ball to wall; catch as it rolls back.	
	3. Roll ball at a target.	
	4. Drop and catch, standing, walking, running.	
	5. Bounce with two hands-standing, walking, running.	
	6. Bounce with one hand-standing, walking, running.	
	7. Alternate one hand-bouncing, standing, walking, running.	

Grade Stress	Hand Equipment - Balls	Comments
	8. Toss and catch; add clap hands.	
	9. Toss, let bounce, catch; add full turn.	
	10. Throw under or overhand and retrieve.	Stress step with opposite leg.
	11. Throw at wall, at a target.	
	12. One hand and/or two hand dribble	
	a. Move at various speeds in place.	Stress that arms act as cushion.
	b. Change hands (e.g., Marquis Haynes of Harlem Globetrotters) low or high as possible.	
	c. Eyes off ball	
	d. Around, between, through various obstacles such as people, bottles, pins, tubes, or hoops	
	13. Catching on the fly	May have to put children through the movement
	a. Bounce and catch.	
	b. Bounce and jump up and catch.	
	c. Toss and catch, by self, over nets, ropes, fence, etc.	
	14. Striking or batting	
	a. Volley to self, hand to hand, both hands, stand, walk, run.	Use open hand and fist.
	b. Volley to wall, alternate hands.	
	c. Strike ball with parts of body above waist, use hands only to regain control.	
	15. Stress more advanced skills of sports	
	a. Proper form for increased efficiency and accuracy	
	b. Use in game-like situations.	
	c. Use in games.	

Grade Stress	HAnd Equipment - Balls	Comments
BK-3	Eye-Foot Coordination (enclosed area)	Stress safety measures.
	1. Kick a motionless ball and retrieve;	
	a. Hard	Talk about control of force.
	b. Soft	
	c. Forward	
	d. Kick with either foot	
	e. Kick with heel backward	
	f. Kick with either foot sideward	
	g. Kick against wall	
	h. Kick for distance, height, accuracy	
	Ball Activities	
	1. Execute ball movements with partner	Emphasize control.
	a. Roll	
	b. Bounce	
	c. Toss	
	d. Throw	
	2. Kick and catch.	Use various size balls.
	3. Roll to partner who kicks.	
	4. Take turns rolling ball at target, partner returns ball, i.e., bowling.	
	5. Do above activities standing, walking, running, in lines, lanes, circles.	

BK-3 Mass Group Games When Each Child Has a Ball - Primary

1. Statues

Same formation as original Statues game only each child has a ball. On whistle, they move forward performing the specified skill. Next whistle they freeze, any child not in control of the ball must return to starting line. Use throwing, running, etc.

BK-3 2. Guarding Houses

Each child has a ball and a block standing on the floor. On whistle, they all roll the balls, trying to knock down the other blocks while guarding their own. Once their block is down, they leave the area or move to a secondary position.

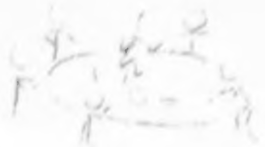
BK-3 3. Driving Cars

Each child informally dribbles his ball in any direction, taking care not to bump any other ball. If he does, he goes to the Junkyard along with the others.

Circle Ball Games

BK-3 1. Circle Roll and Jump Ball

Formation: circle
Equipment: one soccer ball per group



Rules:

1. Have children form a circle and face the center, two or three children in center of circle, one child holding a soccer ball.

2. Have circle players roll ball back and forth across circle and try to hit feet of children within circle. These children must jump the ball while both feet are together (Jack Be Nimble Style) to keep from being hit. If hit, they change places with person who hit them.

BK-3 2. Whistle Ball

Formation: circle
Equipment: one ball per group

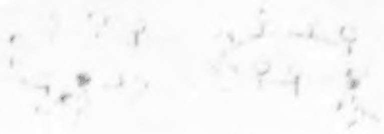
Rules:

Have players stand in a circle and toss a ball among themselves. The teacher blows a whistle, at which time the player holding the ball is required to drop out. When this is played as a game, one circle may compete against another circle, or the players in may be numbered alternately. Team with the most left at end of playing time wins.

Remarks: Those that have dropped out may start a circle of their own and play a losers game.

BK-3 3. Hustle Bussle

Formation: circle
Equipment: one ball per team



Rules:

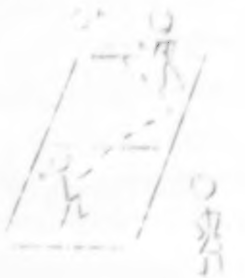
Have all players form two equal circles; one player in each circle has ball, (or bean bag). Player with the ball on signal "GO" runs around outside of circle, back to his place, whereupon he tosses ball to person on his left and sits down on floor. As soon as player on left receives the ball he runs around the circle, back to his place, etc. The first team all sitting down in circle wins the relay.

Remarks: No cutting the cake. Keep circles same size by having them stand around the free throw circles.

Ball Bouncing Games - Primary

BK-3 1. Bounce Catch

Players: Small group play
Skills: To bounce and catch ball
Equipment: One bouncing ball per group



Rules:

1. Have two children stand in two adjacent squares.
2. Have one child bounce ball into his opponent's square.
3. Have second player catch ball and then bounce it back, if he fails to catch it on the first bounce he is out, and waiting child takes his place.

4. Have both players retire after three bounces and two waiting players take their places.

Remarks: This is a good game for beginners, but isn't interesting to more skilled.

BK-3 2. Cross Over Ball

Skill game
Skills: To bounce and catch ball, to roll and stop ball, to throw and catch underhand toss, and to throw and catch vertical toss
Equipment: one bouncing ball per game

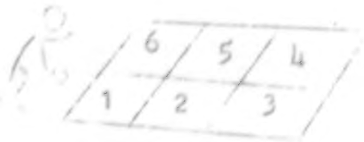
Rules:

1. Have captains of each team stand on circle opposite each other. Each player lines up on right side of his captain.
2. Have captain of Team A bounce ball to captain of Team B; then immediately progress around the circle to his left and join the end of Team B line.
3. Have captain of Team B bounce ball to the next player on Team A; then progress around the circle to his left and join the end of Team A line.
4. Continue with the same skill until each child on both teams has had a turn. Teams then will have crossed over to opposite side of circle.
5. When captain of Team A is up again, either he or teacher may choose a new skill for all to do.

Remarks: This can be a fast moving and active game after the groups get into the rhythm of handling the ball and changing sides.

BK-3 3. Bounce Scotch (Pavement Ball)

Players: Small group play
Skills: To control a rolling and a bouncing ball, and to run without stepping on a line
Equipment: Small bouncing ball
Court: Blocks of pavement are numbered, usually from 1-6 in the order shown.



Rules:

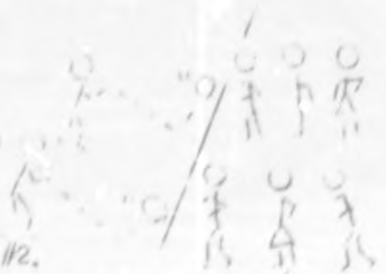
1. Have first player start game by standing outside of court, rolling ball into block #1, and then catching it before it rolls out. After successfully catching ball, he bounces and catches it in each of the squares.

2. Have him then return to starting position and roll the ball into square #2. This time he must run through #1 square and into #2 before catching the ball. He then bounces ball in each remaining square, but this time ball is bounced twice in each of remaining blocks.

3. Continue game in this manner until ball has been rolled into each of the blocks in turn. In rolling ball into a higher numbered block, a player must run through each of the preceding blocks before he may recover ball. For example: in playing block #6, ball must be rolled into block #6 and retrieved only after player runs through blocks 1-6.

4. If player commits a foul, it is a "miss" and next player tries his turn. Fouls: stepping on a line, not catching ball inside proper square, bouncing ball on any line.

BK-3 4. Bounce Catch Race



Skill relay race
Skills: To bounce and catch a ball
Equipment: One bouncing ball per team

Rules:

1. Have player #1 bounce ball to #2.

2. Have #2 catch ball, bounce it back to #1 and go to end of line, if a player fails to catch ball, he must recover it, return to starting line, and bounce it back to leader.

3. Have #1 bounce ball to #3 who bounces it back to #1 and goes to end of line. Continue until each player has had a turn. Line which finishes first wins.

4. Repeat game with #2 as new leader if desired. Also, a different type of throw may be used.

BK-3 5. Two Squares

Players: Small group play
Skills: To bounce-serve a ball and to return a ball after it has bounced once by hitting it up

Equipment: One bouncing ball per group

Rules:

1. Play game in two squares, opposing players face each other, each standing in a square.

2. Start game by one player bounce-serving* ball into square of other player. When learning game, players may toss ball instead of bounce-serving it.

3. Have second player return ball after it has bounced once in his square by batting it upward with one or both hands into square of server.

4. Continue play until one of the following violations occurs:

   (1) ball lands on a line or out of court

   (2) ball is hit with fist

   (3) player momentarily holds ball

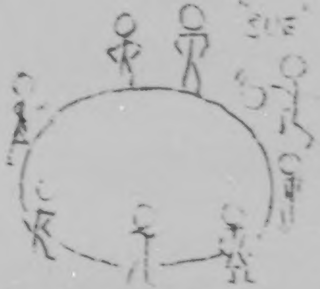
   (4) ball is hit down instead of up

5. Have player committing violation leave game and a waiting player take his place when a violation occurs.

*The Bounce Serve - feet in a stride position, left foot slightly advanced, ball is held in left hand, dropped to court, and batted with right hand

BK-3

6. Keep the Ball Bouncing



Skill game
Players: 8-16 per group
Skill: To bounce the ball in even rhythm
Equipment: one bouncing ball per group

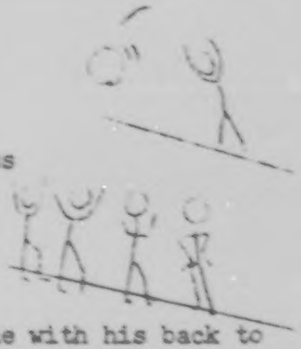
Rules:

1. Have players stand on circle facing inward, give ball to one player.

2. Have player with ball bounce it around outside of circle, moving to his right. Before he makes a complete circle, he calls another player's name.

3. Have player called continue bouncing ball around circle, ball must be kept bouncing, even when changing players.

Ball Throwing and Catching Games



B2-4 1. Overhead

Players: Small group game 5-7 players
Skills: To throw a ball using a vertical toss
To catch a ball
Equipment: one playground ball per group

Rules:

1. Have player who it IT stands on a line with his back to the group who are standing on another line.
2. Have "IT" toss ball back over his head high enough into air so that players will have an opportunity to run forward and catch it before it touches ground. Use vertical toss throw, releasing ball at shoulder height.
3. Have player who catches the tossed ball on a fly become IT.
4. Have IT choose someone to take his place when he has tossed the ball three times and it has not been caught.

B2-4 2. High-Over

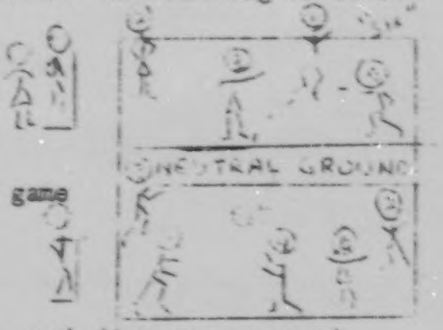
Skill game for two groups: 8-12 players per team
Skills: To throw a high ball with accuracy using an underhand, vertical or overhand throw. To catch a ball before it bounces
Equipment: one playground ball per game
Area: A court

Rules:

1. Have teams stand facing each other on either side of line across center of court.
2. Have player start game by tossing ball high in air over other team, calling "High-Over."
3. Have receiving team try to catch ball before it touches ground. If they do, a point is scored for their team.
4. Have player who first gets both hands on ball return it to other team by tossing it high into air, calling "High-Over."
5. Call team first scoring five points winner.

Remarks: Notice that no point is awarded for a throw not caught. Emphasis is on a catchable throw. Players should not cross dividing line when throwing or catching ball.

B4-6 3. Prisoner's Ball



Players: 12-20 per team
Skills: Throwing and catching
Equipment: one playground ball per game
Area: a court

Rules:

1. Divide group into two teams, each team on own court. Neutral ground is between the two courts. Each team has a prison on the side of its court.

2. Have players use numbers instead of names, so players should number off consecutively until all are numbered, ball is started by a player on one team who calls a number of a player on the opposite team and throws ball across neutral ground into opponent's court. Opponents must catch ball before it hits ground in their court, or player whose number was called must go into his own prison.

3. Allow player on team to catch ball, if it is caught, that catcher calls an opponent's number and throws it into opponent's court.

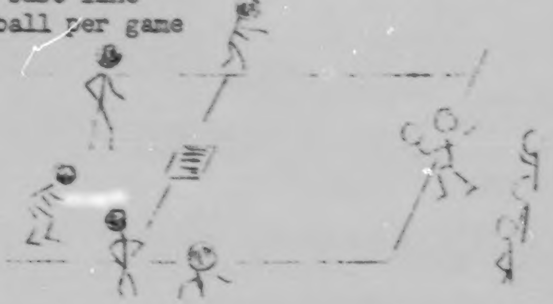
4. Any team may free a prisoner by calling "prisoner number" as ball is thrown into opponent's court. If ball is not caught by opponents, the prisoner may return to own team.

5. Call ball landing in neutral ground dead, team opposite thrower recovers ball.

6. Continue for three to five minutes. At end of this time, team having the fewest of its players in prison wins.

B2-4 4. Bat and Run

Skill game for two groups: 12 or fewer
Skills: To bat ball with the hand, to catch a ball, and to run base and return to base line
Equipment: one playground ball per game



Rules:

1. Have one team, batters, stand behind base line of court. Other team, fielders, stand around court area but not in the half between base line and center line.

2. Have first batter stand behind base line and bat ball with hand. Ball must land within court area to be fair. Batter then runs around center base and returns to base line.

3. Have fielders try to get ball, run, and touch base line before batter returns. If fielder succeeds in doing this, batter is out.

4. Have teams change places after all batters have had a turn. If batter gets home first, one point is scored for the team.

5. Hit One, Hit All

Equipment: Yarn ball or Sockball
Play court: gym

This game works best if there are enough or almost enough balls for each player.

Rules:

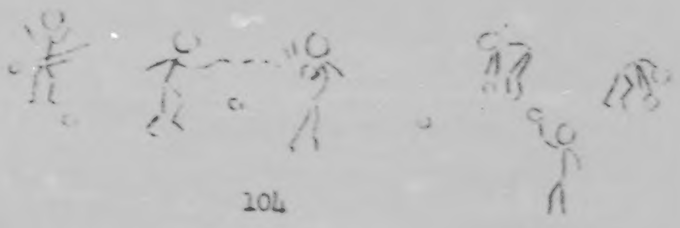
1. Scatter balls about and inside playing area, players lined up on sideline.

2. Call, "Get a ball, one, two, three, throw!" Players run, get one ball, and get ready to play on the word, "throw!"

3. Any player may run, dodge, and throw anywhere within boundary lines, until he is hit on a fly by ball. When hit, he drops ball and leaves game, going over to sideline.

4. Any player may only have one ball in his hand at a time.

5. The game soon gets down to just a few players and then down to two. Winner is only player left in game. A new game is then started.



Variations:

(1) Have hit count only below waist.

(2) Have hit count only when hit on back. Game ends with last two players for they would not be able to hit each others back.

(3) Girls throw at boys, boys throw at girls.

BK-6 6. Bowling Relay

Players: 8 bowlers - 1 pin boy (fewer bowlers may be used)
Equipment: 1 duck pin - 1 softball each team
Distance: 30 ft. from foul line to pin
Officials: Foul line judge is also starter
1 score keeper each team

Rules:

1. Relay - Have bowlers roll 1 ball in rotation and continue until pin is knocked down 8 times. Bowler goes to end of line for next turn. Pin boy resets pin and rolls ball back.
2. Foul Line - Say that if bowler steps on or over line, ball does not count and bowler also loses turn. Judge may stop action with whistle and declare ruling. Play resumes on next whistle.
3. Pin Boy - Must roll ball back, not interfere with opponents pin or ball, and pass in back of opponents pin to retrieve own ball. Judge may disqualify team if, in his opinion, interference is deliberate.
4. Ricochet - Say that if ricochet from own pin knocks down opponent's pin, it scores for opponent toward his knockdowns.

B3-6 7. Throw and Stoop

Players: Eight per team (primary grades use less)
Equipment: Volleyball (6" ball for primaries)
Formation: Place players on marks five feet apart. (Marks should be lines made one foot long.

```
0 | 0   0   0   0   0   0   0

X | X   X   X   X   X   X   X

#1  #2  #3  #4  #5  #6  #7  #8
```

Rules:

Have players #2-#8 stand in a single file behind the starting line facing #1 who is in front of the first mark. When the starting signal is given, #1 throws the ball to #2, #2 returns the ball to #1 and #2 stoops close to the ground. #1 then throws the ball over the head of #2 to #3 who likewise return throws the ball to #1. #3 then also stoops. This procedure is kept up until #8 receives the ball from #1. #8 does not return the ball to #1, but instead runs to the right to the front of the file and replaces #1; meanwhile all the other players have moved back one space. The relay continues until #1 gets back to his original position in front of the starting line. Should a player miss the ball for any reason, he must retrieve ball and then go back to his mark before throwing it to next player to whom it is to go. Should #8 miss the ball he must first retrieve it and then go to his mark at end of file before running to head of file with ball. The race is over when #1 returns to the front and touches his throwing line.

Playing Regulations

1. A rubber ball is the regulation ball.

2. Players should not go through another team to retrieve a missed ball. If a player does, his team shall be disqualified.

3. #8 players who have not touched their marks while ball is in their possession must return and do so before starting to throw ball.

4. #8 players coming up left side must return and come up right side of team.

5. In throwing a ball, one foot must be behind throwing line at all times. If done incorrectly, the official may request throw be repeated. If not repeated, team may be disqualified. The rear foot may come off the ground in the follow through.

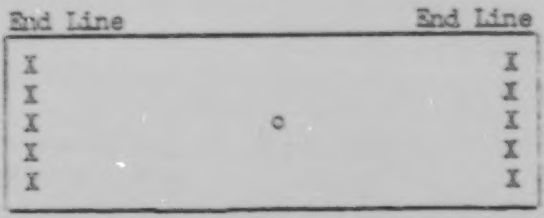
6. An attempt must be made to throw ball from one player to another. Deliberate rolling will not be permitted and throw must be repeated.

7. All players must stoop behind their throwing lines, but may move to the side to avoid being hit with a thrown ball.

8. Ball must be thrown to #2, not handed.

B4-6   8. Team Target

Players: 8-15 per team
Equipment: three - ten balls, one different colored ball cage ball, or football (target)
Area: gym or playground
Formation:



Rules:

1. Have teams lined up side by side beyond own end line, each team starting with half of balls to be used. Target (different colored balls) placed on ground in center of play space. At signal, both teams throw their balls at target, trying to move it and keep it moving towards and over other team's end line. No player may stop target going over his end line except by knocking it out with a ball in play. All players must stay behind their end lines and may not retrieve balls dead in center. Balls which have stopped in the middle of play may be put in motion again by being knocked by another ball. All balls going out of bounds cannot be retrieved until point is made or there are no balls left in play. When either of these situations occur, all balls are retrieved, target is placed again in center, and game is restarted with balls evenly distributed between the two teams.

2. Any player with ball may not switch places on end line in order to get in more favorable position to hit the moving target, but balls may be passed down the line to a player nearer target.

Hand Striking Games

B4-6   1. Four Squares

Players: 4-6 per court
Equipment: playground ball or plastic ball--size varies with ability of pupils
Court: Use marking at end of volleyball court

4	3		4	3
2	1		2	1

Larger area may be used for less skilled player

Object of Game: To advance to area "4" and remain there as long as possible

Rules:

1. Have one player in each square, 1-4. The player in area 4 starts game by bouncing ball once; then strikes it with one or both hands directing its flight so that it bounces in any of the other 3 areas. The receivers must keep ball in play striking ball, after it bounces once, to any of the other 3 areas. Play continues until one player fails to return ball or makes a foul. A player who misses the ball or fouls must move to area 1, while the other players advance numerically to the next square. For example; if 3 fouls, player 2 moves to 3, 1 moves to 2, 3 moves to 1 and 4 remains in place.

2. Have extra players wait in line outside square 1 until a player fouls when using 5-6 players. The player fouling, goes out to the end of the line and the first in line goes to area 1. All others rotate numerically as explained.

Fouls:

1. Failing to return ball to another square

2. Striking with fist

3. Causing ball to land on any line

4. Returning ball before it bounces

5. Allowing ball to bounce more than once

6. Allowing ball to touch any part of body except hands

Remarks: This game may be adapted for use in the primary grades by enlarging the court allowing children to toss and catch. Rules may be modified.

B4-6 2. Tetherball

Players: The game is usually played one person against the other. It may be played with 2 members on each side, either alternating turns at the ball (as in table tennis) or hitting by opportunity (as in tennis).

An unlimited number of players may be used to make tetherball a team game. Allow each member of the team a turn at hitting the ball. After that player hits the ball, he steps out of the circle allowing the next member to have his turn. The game, then is played as a continuous relay until completion.

Equipment: Tetherball and 10' pole. One end of the rope is attached to the top of the pole with a permanent non-swiveling hook. The ball is hung so that the top of the ball is 3 feet from the ground. The pole is marked at 5 feet.

Area: A circle 20' in diameter, divided into two playing zones and two neutral zones.

Note: You may chose the clock method in laying out a court. Draw a straight line between 2 and 8 and between 4 and 10. This will accurately form the playing and neutral zones.

Object of game: To wind the rope around the pole above the 5' mark until ball touches pole. The opponent attempts to wind ball in opposite direction.

Rules:

Put ball into play by first player hitting ball around pole. Opponent must let ball make an entire revolution before hitting it back in other direction. Game continues until one player winds ball completely around pole, or a foul is committed. Winner of previous game serves.

Fouls: Any of these infractions will cost the player the game:

1. Hitting the ball with any part of body other than hands or forearms
2. Holding, throwing, or catching ball during game
3. Touching rope or pole during play
4. Playing ball while outside court limits or while in neutral zones

Dodge ball Games

Dodge ball type games make up a major part of the elementary physical education program. They are vigorous, stimulating, daring and exciting. These games encourage strategy and team play at a level easily comprehended by the players.

Dodge ball games need some special safety considerations.

1. The players should be coached to stop immediately when the whistle blows. A player may be down, or some other safety hazard needs attention.
2. Unnecessary roughness must be controlled.
3. Children should remove glasses, or wear glass guards.
4. Throwing should be below the shoulder or waist.
5. A soft missile should be used.
6. Restraining lines for the thrower should be observed. Line restrictions are there for a purpose.
7. Vicious and punishing throwing must be controlled.

Types of Games and Appropriate Grade Levels	Grade Level					
	1	2	3	4	5	6
A. No-Goal Type						
1. Tigers and Hunters	X	X	X			
2. Balance Dodge	X	X	X	X	X	X
3. Spud		X	X	X	X	X
4. Crackabout					X	X
B. Circle Type						
1. Roll Dodge	X	X				
2. Exchange Dodge		X	X	X		
3. Add on Dodge		X	X	X	X	X
4. Team Dodge			X	X	X	X
5. General and His Men			X	X	X	X
6. Broncho Dodge				X	X	X
7. Battle Dodge				X	X	X

	Grade Level					
	1	2	3	4	5	6
C. Court Type						
1. Bombs Away			X	X	X	X
2. Line Dodge Ball			X	X	X	X
3. Bombardment				X	X	X
4. Three Team Dodge				X	X	X
5. German Dodge				X	X	X
6. Greek Dodge				X	X	X

No Goal Dodge Ball

1. Tiger Hunting

Type: Very active
Space: Court or gym
Grade Level: 1-3
Equipment: 2 large playground balls or volleyballs or plastic large balls

This game is a dodge ball game that requires little skill with plenty of moving around space for the dodgers. It is quite informal and is a good game for 1st and 2nd graders.

The play space is a jungle, two players are hunters, the rest are tigers. The two hunters carry cannon balls (large playground or plastic balls).

The game starts with the teacher's counting up to three as the tigers move freely in the play area while the hunters stand still. On the word "Three!" the hunters chase after and try to throw the cannon ball at a tiger. The tigers may run anywhere in the jungle and the hunters may do the same.

When a tiger is hit or runs into a ball he sits down right at that spot and folds his hands and knees as he watches the rest play. The game ends after a minute (or less) of play. The hunters count their "dead tigers" then choose new hunters for the next turn. Three turns usually are enough of this game for it is very active.

2. Balance Dodge Ball

Playing Area: Playground or gymnasium
Players: Entire class
Equipment: One ball for each child who is "It."

Children are scattered over the area. One or more children have a ball and are "It." Child-

Safety Precautions:

a. This is probably the fastest and most popular ball game not requiring teams. Players must be cautioned to keep heads up, eyes open, and control speed of their running when moving to avoid being hit, or when going after a loose ball.

b. If large group is participating, better to divide into smaller groups and rotate chances to play.

c. Because the game is so fast, only one ball is recommended.

CIRCLE TYPE DODGE BALL

1. Roll Dodge Ball

Playing Area: Playground or gym
No. of Players: 20-40, divided into two teams.
Equipment: 2 volleyballs or rubber playground balls

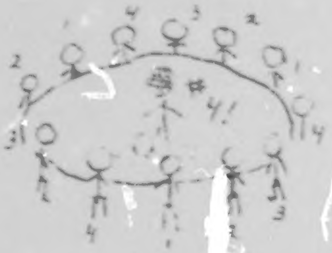
One-half the children form a circle and the other half are in the center. Two balls are given to the circle players. The circle players roll the balls at the feet and shoes of the center players trying to hit them. The center players move around to dodge the balls. When a center player is hit, he leaves the circle. After a time teams rotate.

Teaching Suggestion: Be sure to have practice in rolling a ball first. Balls which stop in the center are "dead" and must be taken back to the circle before being put into play. It is best to have the person who recovers a ball roll it to one of his teammates rather than to have him return to his place with the ball.

2. Exchange Dodge Ball

Playing Area: Playground or gym
No. of Players: 12-20
Equipment: Volleyball or rubber playground ball

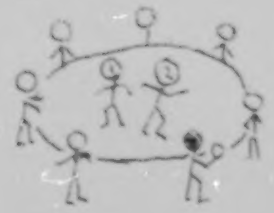
Children form a circle with one child, "It," in the center. The children are numbered off by four's or five's in such a way that there are 3 or 4 children who have the same number. The center player also has a number which he uses when he is not "It."



The center player has a ball which he places at his feet. He calls a number, picks up the ball, and tries to hit one of the children who are exchanging places. When a number is called, all children with that number exchange places. The center player remains "It" until he can hit one of the children below the waist.

Variation: Use animal names instead of numbers.

3. Add On Dodge Ball



No. of Players: Entire class, or small groups
Type: Semi-active
Equipment: Circle on which to stand
Dodge ball for each circle
Formation: Single circle facing inward

One player stands in the middle of the circle and is known as dodger #1. Outside players try to hit him -- dodge ball style -- below the shoulder. The player who hits him joins him in the center and is dodger #2. The game continues, and when one is hit, dodger #3 enters the circle. When player #4 is to go in all action stops while dodgers #1, 2, and 3 leave the circle. Dodger #4 becomes dodger #1 and the game continues as before.

Note: This game gives the skillful player a chance to be in the game immediately. Also as more go into the circle the chance to hit someone increases.

4. Team Dodge Ball

Grade Level: 3-6
No. of Players: 10-30
Equipment: 1 playground ball
Formation: Single circle

Children count off by two's, forming two teams. One team makes up the circle and the other team stands inside it. Circle team attempts to hit players in the middle of the circle with ball. Only hits below the waist count. Play for a specified time limit (two to four minutes), then two teams change places. Team hitting most players wins.

Variations:

a. Play until all of one team hit, then teams change places.
b. Allow certain number of throws (20-30). Team hitting most players wins.
c. Two balls used.
d. Ball kicked instead of thrown.

5. The General and His Men

No. of Players: Entire class (into 2 teams)
Type: Semi-active
Equipment: 1 dodge ball per circle
Formation: Two teams on own circle 25' to 30'

Each team sends three of its players into the enemy's circle, a General and his two men (or girls). One player is known as the General.

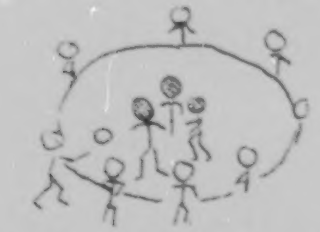
Each team has a dodge ball, and at a given signal the players on the circle try to hit the army within the circle.

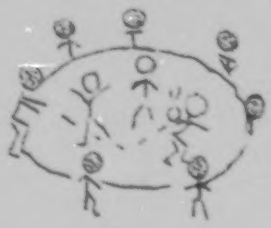
The General in each circle tries to ward off the ball with his hands, feet, or body to keep his men from being hit; he may not catch the ball. The men try to dodge the balls thrown at them; if hit that player is eliminated and returns to his own circle. The circle players may recover the ball within the circle, but must return to the circle line to throw it; or may pass it on to a teammate who then throws at the enemy.

The first circle to eliminate the enemy's two men wins that game. This does not mean getting the General.

When the game is over, the General goes back to his own circle. The men and the General each choose a new player to replace him. Be sure to tell who is the General and who are the soldiers. And a new game begins.

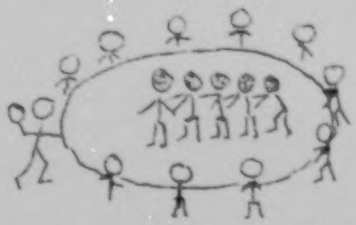
Remarks: Use the skills of throwing, passing, and strategy... don't try to burn a hole in the General to get to his men. Because of the closeness of players NO SIDE ARM THROWS ARE TO BE ALLOWED.





6. Broncho Dodge Ball

Playing Area: Playground, gymnasium
No. of Players: 10-15
Equipment: Volleyball or rubber playground ball



One-half the children form a circle about ten yards across. These are the throwers. The other children are in the center and form a broncho, made by the children standing in file formation, each with hands placed on the hips of the child immediately in front. The object of the game is to hit the rear member of the broncho with the ball. This is the only child who may be legally hit. The broncho moves around, protected by the child at the head of the file. He, however, is not permitted to use his hands.

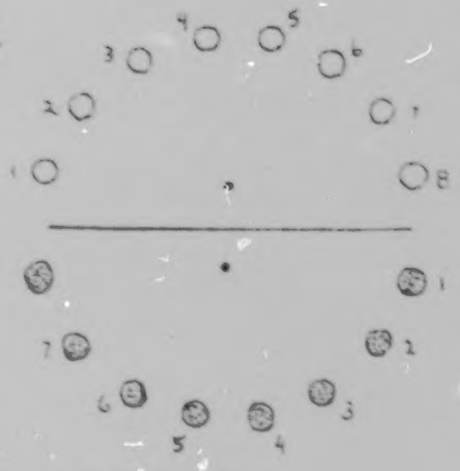
As soon as the child at the rear of the broncho is hit, he leaves the circle, and the next child on the end becomes the target. If the broncho breaks during the maneuvering, all children to the rear of the break are eliminated. Exchange the circle and broncho players.

Five or six children may be as many as can conveniently maneuver as a broncho. Have two bronchos in the center if the group is large. Stress quick passing and throwing, as this is the key to reducing the number in the broncho.

7. Battle Dodge Ball

Playing Area: Playground, gymnasium
No. of Players: Two teams, 10-15 on each team
Equipment: Two volleyballs or rubber playground balls

The teams form one circle, each occupying one-half the circle. Players on each team are numbered consecutively. For any one number, there is a player on each team. Two volleyballs are placed about 5 feet apart in the center of the circle, one on each side of a center line which separates the teams from each other.



The teacher calls out the number he chooses. The two players with the number run forward, secure a ball, and try to hit the other. Players on the sides of the circle may retrieve balls and throw them to their teammate in the center. However, each competing player must stay in his half of the circle.

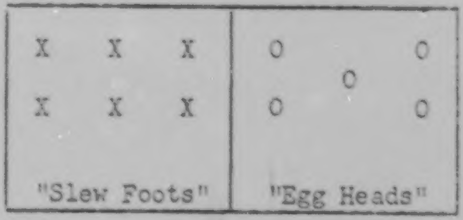
The winning player scores a point for his team. Play for a certain number of points or until each player has had a turn.

Variation: Call two numbers which means that two compete against two. Compete until one or both are hit.

COURT DODGE BALL GAMES

1. Bombs Away

Playing Area: Court or gymnasium
Type: Active
Equipment: 2 large playground balls
or plastic balls



The game requires an area divided in half by a center line. Each team has a half court as its own. Group is divided into two teams ... X (Slew-foots) and O (Egg-heads).

Each team has a "super-dooper bomb" (one ball per team. The players with the ball start the dodge ball game by one calling, "Get ready," other one with ball answers, "Get set: and first calls, "Go!" and the game starts.

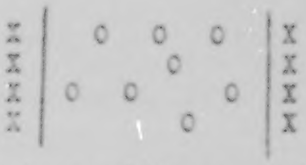
Each side tries to throw its bomb to hit an enemy player on a fly, bouncer or roller. To be safe a player must catch or dodge any ball near him. When a player is hit or fumbles the caught ball he is "dead" from the bomb and becomes a ghost and retires to the side line to wait the next game. The game continues until one side outnumbers the other or is down to the last man.

A player is considered hit when hit by ball below the shoulders; drops a fumbled ball that drops to the ground; crosses the division line in the center of the game.

Children enjoy this game and will play and replay it. A third ball can be introduced to speed up the game.

2. Line Dodge Ball

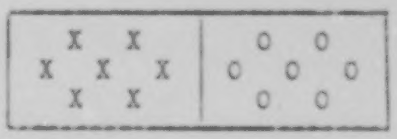
Grade Level: 3-5
No. of Players: 10-30
Equipment: 1 playground ball
Formation: See diagram



Class divided into two teams. One team splits up on two lines facing other team standing in middle. Outside team given three to five minutes to see how many of the middle team they can hit. Two teams change places. Team hitting the most players wins. Only hits waist and below count. Two balls may be used.

3. Bombardment

Grade Level: 4-6
No. of Players: 8-20
Equipment: 1-2 playground balls
Formation: See diagram



Two teams, each in its own half of the playing area. Game consists of throwing the ball (s) back and forth between the two teams, trying to hit each other. Player is out and leaves the game if:

a. hit by the ball before it bounces.
b. throws a ball and is caught and held by an opposing player before it bounces.
c. he attempts to catch a ball on the fly and drops it.

Any ball first touching the ground or wall may be picked up and thrown. Play for a specified time limit or until all one team has been put out.

Note: Players may run or walk with the ball, but they may not cross over the line.

4. Bombardment With Pins

Playing Area: Dodge court, gymnasium
Type: Team game
Equipment: Four or more duck pins (or ten pins/Indian clubs) per team.
Several balls per team (playground balls).
Skills: To throw, to catch, to intercept, to hit a pin
Object: To knock down the opponent's pins

Each team scatters about its own half of the court. Some players may act as guards in front of the pins.

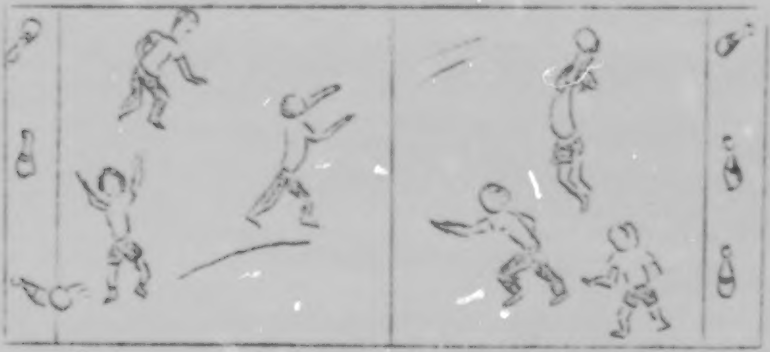
Each team has several balls. The type throw to be used during the game is discussed before the game begins, i.e., all balls must be rolled, or only an under hand throw, or over hand throw, etc.

On signal to start players may throw their balls at the clubs from anywhere in their own half of the court.

Opposing players may catch the balls or block them with any part of their bodies. If in guarding a player accidently knocks over his own pin, the pin must stay down and counts for the opponent.

The team knocking all the opponent's pins first wins the game, or if time is used, the team knocking down the most clubs in the designated time is the winner.

Strategy is needed in this game. The ability to ricochet the ball off the wall will aid in knocking over the pins. A quick follow up of balls thrown at one certain pin is also strategy.



5. Three-Team Dodge (also called "Progressive Dodge," and "Red, White, and Blue")

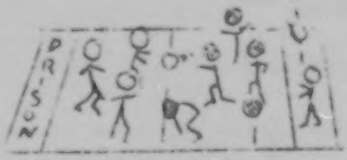
Grade Level: 4-6
No. of Players: 12-30
Equipment: 1 playground ball
Formation: Play area divided into 3 courts

Team 1	Team 2	Team 3

Game has three playing periods, three to five minutes each. Each team changes courts at the end of each period. Each team tries to hit members of team in next court. Middle team may throw at either end team. A player is out only if hit by the ball before it bounces. Any ball touching the ground may be picked up and thrown. When any player is hit, shoulders or below, he withdraws from the game. At the end of each period, the number of players hit from each team, is its score. Then all players rejoin the game for the next period. Team with the lowest score (least hit in three periods) wins.

6. German Dodge Ball

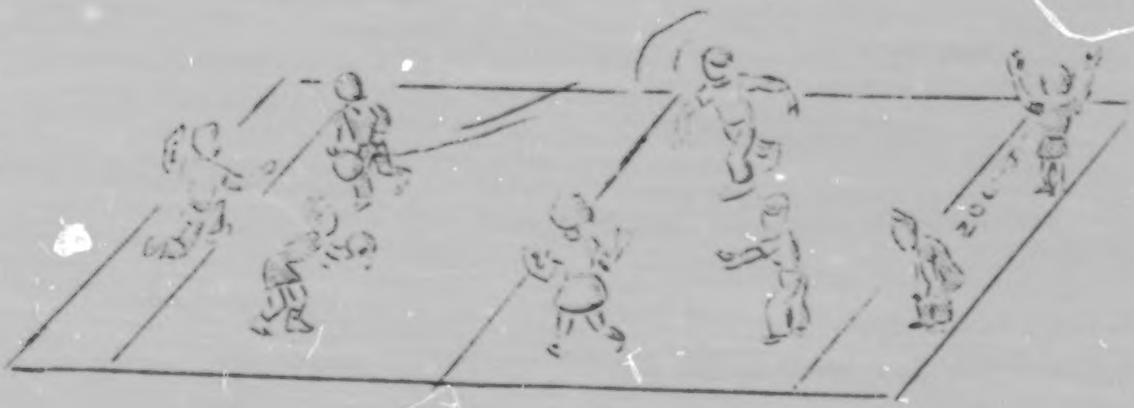
Players: Two teams
Equipment: Two large playground or
volleyballs
Type: Active
Formation: Own side of court



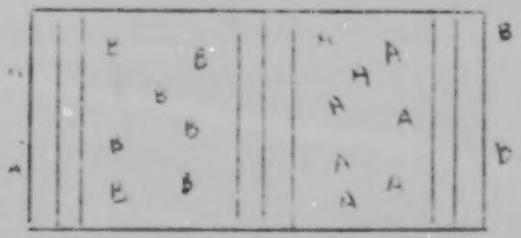
Two equal teams, X and O. Team X tries to hit opponent O by throwing the ball and hitting him below the shoulders. A ball hitting opponent in the head or a ball caught does not make a prisoner of that opponent.

Team X throws from their side of court and tries to hit a Team O member. When hit, Team O person becomes a prisoner and goes behind Team X in that prison. Team O in the meantime tries to throw and hit Team X to put them in prison too. The game can be played against time or until one team has all or most all of the opponents in prison.

Prisoners may escape if they catch a fly ball thrown by one of their teammates over the enemies head into the prison. Prisoner walks out of prison via the side line taking the ball with him.



Greek Dodge Ball



Players: two teams, 10 players each
Equipment: one rubber volleyball and a marked court
Type: Active
Formation: Play area divided into two courts with end zones

I. Object of Game--For end players and center players of Team A to hit center players of team B; end players and center players of team B to hit center players of team A. At start of game, eight of these players shall be "center" players and two shall be "end" players.

II. Time

A. Game shall terminate at end of 5 min. or when all center players of either team have been hit. Team which has greatest number of center players remaining at expiration of time shall be winner of that game. In tournament play, team which wins two out of three games shall be winner.

B. In case both teams have equal number of center players left at expiration of time for a game, a one-minute rest period shall be taken and game resumed with all players in same position and ball in possession as at expiration of time. First team to score a hit on other shall be winner.

III. Playing the Game

A. Start--An end player of team whose captain wins toss of coin shall have ball to start game, other team shall have choice of court. Team which had ball to start first game shall start third game, if necessary to play three games.

B. How Game is Played--All players have opportunity to be a center player during course of game. When a center player is hit, he is permanently "retired" and finishes game as an end player in end zone.

1. Center players

a. Dodge ball or attempt to catch ball.
b. Catch and hold ball to be considered a catch.
c. After catching ball, center player may throw ball at opposing center players.
d. Fumble by center player on a clear throw by an opponent (i.e.,

ball touches ground, in or out of the court, following such an attempted catch), counts player as hit.

e. Pick up ball after a hit or bounce; carry ball up to safety line to throw; pass to another player to throw. If player receiving pass fumbles, that is not counted as a hit.

f. Two or more center players hit by the same throw, only the first shall be counted as hit.

g. Count as hit any center player who touches on or over any boundary line with any part of the body.

h. Return ball to proper enders if center players reach over any side or end line to retrieve a ball.

2. End players (enders)

   a. Recover balls outside of center court anywhere on their half of an imaginary extension of center line.
   b. Must be behind his end line before and after throwing ball at opposing center players.
   c. May not reach into center court to secure a ball. For violation, official shall award ball to opposing center players.

3. Scoring of Hits

   a. A ball thrown by an opposing player contacting any part of a center player's body or clothes and hitting the ground
   b. A center player stepping on or touching boundary line or ground over it with any part of his body

4. Scoring of the Game

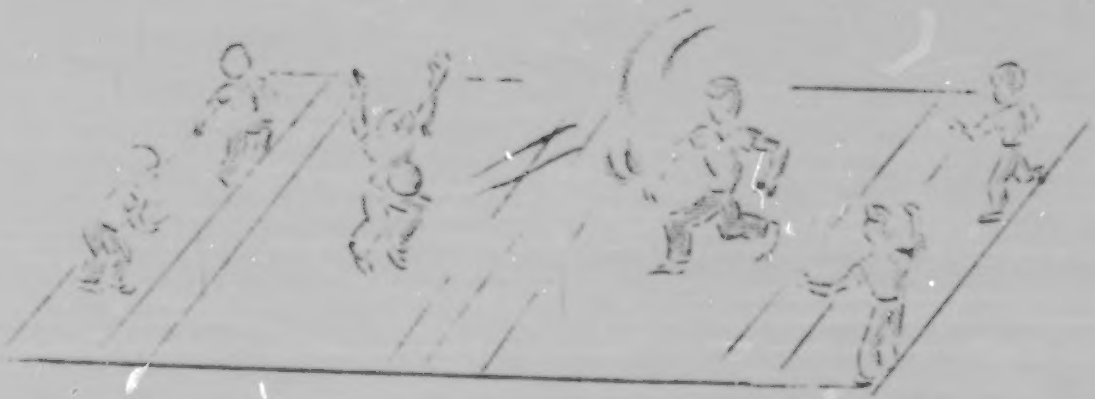
Number of center players a team has left at the termination of a game shall be the score for that team for that game.

5. Remarks

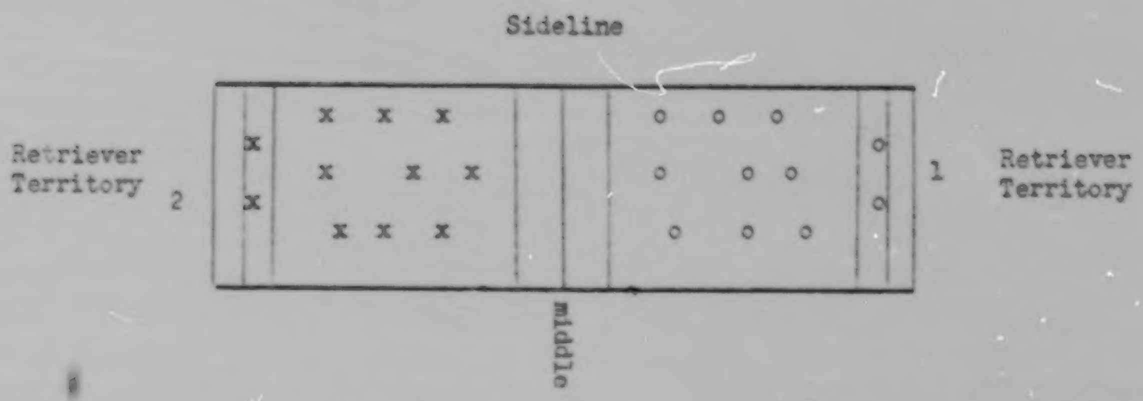
   a. When hit, center player leaves court at nearest side line. Ender #1 rotates to center player as this center player enters the zone. Same rule applies for ender #2. After two rotations, all hit center players become permanent enders.
   b. Clear throw is one in which ball has not touched ground. A thrown ball which has touched the ground is not a clear throw and therefore can be caught without danger of being called a hit.
      (1) Hit is scored when a "fly" ball touches a center player, dropping to the ground or passing out of bounds.
      (2) When center player is hit by a fly ball thrown by an opponent and the ball is caught by a teammate before touching ground, it is not considered a hit.
   c. Responsibility of an end player who recovers a ball out of bounds is to see that ball is speedily put into play and in doing so, may carry it or throw it to a teammate end player.

d. If a team is ahead and employs any deliberate stalling tactics so that time will run out, referee should award ball to nearest opposing player and should take time out, if necessary, while ball is recovered.

e. If ball thrown by center player rebounds back to center player off of a fence or spectator, ball belongs to end player. If ball rebounds off of an ender, ball belongs to center player.



RETRIEVE DODGEBALL



Game - - - Dodge type elimination

Equipment - (Two or three) 6 in. or 7 in. partially deflated playground balls.

Rules - - - You may catch ball or dodge it.
No stepping over lines.
Limit number of players.

Start - - - Any number of players. If class is large have two groups with one playing the other on the sideline. Play for time or complete elimination.

Start with two balls, one to each team, proceed as in greek dodge. If a person gets hit they go to the retriever territory which is directly behind their half of the court. One or two substitutes (changes) are allowed depending on how many retrievers you start with. The retriever may not throw at opponents but return the ball to their teammates. The third ball can be added when players have mastered the game or when the insiders are reduced to six or less.

This game allows for "sneak attack" tactics as well as traditional dodge techniques. More action occurs with two balls. Use an extension of lines when you get down to last four players. This makes the court smaller and game faster.

You may add a fourth ball for slow groups (girls) if action slows down.

Teach the "overarm" throw.

C. Ropes

An Introduction to Ropes

Rope activities can be used in many more ways than jumping. Rope swinging, rope stunts, exercising with ropes, rope climbing, rhythmic gymnastics and dance using rope are but a few of the ways rope may be used to enhance and reinforce phases of the physical education program.

Rope activities are primarily for developmental purposes and for group demonstrations. Rope jumping is an excellent means for developing endurance, and it will also strengthen the feet and legs. Because it is such a physically demanding activity, it should be alternated with other activities. When performing rope jumping for any length of time the class should be divided into groups, to allow for alternate activity and rest.

Jumping rope contributes to the development of a child's strength, endurance, coordination, rhythmic sense, and agility.

Jumping rope gives a child a feeling of accomplishment. He has the satisfaction of jumping over a moving object and the opportunity to exercise judgment--when to run in, when to turn the rope, when to jump. As he masters increasingly difficult skills, the child gains a feeling of accomplishment.

Jumping rope helps the child in his relationships with others by contributing to his success in turning the rope carefully, coordinating his movements with those of the other turner and sharing turns.

Jumping rope is an activity which can be profitably enjoyed at all grade levels. The occasional boy who might consider it "sissy" needs only to be reminded that football players, track men, boxers, and other athletes include rope jumping in their training program. The skills involved range all the way from a simple jump over a still rope to intricate skills which are a challenge to a professional athlete.

Ropes may include Chinese jump rope, "magic rope", tug-o-war, and #12 sash cord for jumping. The jump ropes usually are cut in 8, 9, and 10 ft. lengths for individual jumping. Long ropes are cut approximately 16 ft. in length.

To avoid fraying, knot and tape the ends or dip the ends in enamel paint.

Jumping Terms

1. Skipping - Stand on right foot , hop on right foot and pass rope under feet, step on left foot, hop on left foot and pass rope under it. Repeat to right, then to left and so forth. Skipping can be done either in place or moving.

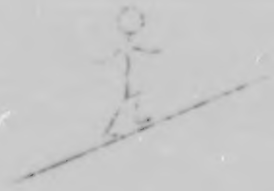
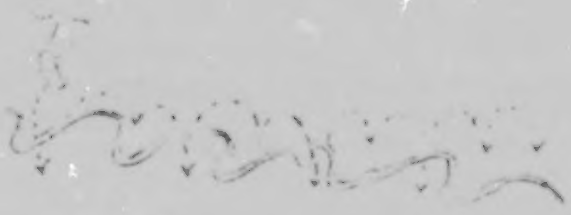
2. Running - Step over rope each time it comes around; first with right foot and then with left with no hop in between then two steps. This is usually done while moving but it can be done in place.

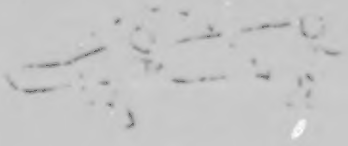
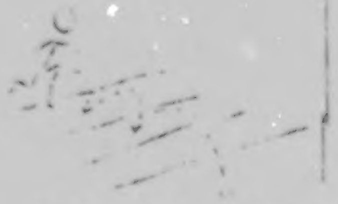
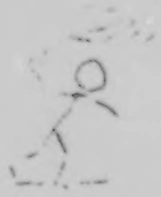
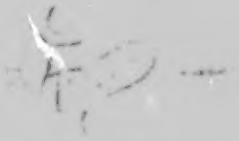
3. Single Jump - Place both feet together. The rope is jumped with no hop in between.

4. Double Jump - There are usually two jumps for each turn of the rope with one jump higher than the other. On higher jump, rope passes under feet. This jump is usually done in most games.

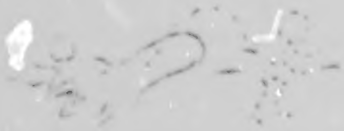
5. Backward Jumping and Skipping - Swing rope backward under feet. Any of the four jumps listed above may be done this way.

6. Stepping - Jump over rope keeping same foot in front every jump. No rebound jump.

Grade Stress	Hand Equipment - Ropes	Comments
	Initial Experience	
BK-1	1. Form shapes with rope on floor a. Using individual ropes b. Using tug-of-war rope c. Using stretch (elastic) rope.	Use children's ideas as they become familiar with rope.
BK-1	2. Activities with rope on floor a. Walk it, run it, hop it, jump forward, backward. 	
	b. Jump over, in and out of rope on floor. 	Have children bend knees before jump and after landing.

Grade Stress	Hand Equipment - Ropes	Comments
	c. Hop (jump the brook) 	
	d. Jump over many ropes spaced on floor, landing on both feet at the end. 	
	e. Use rope to play "horses" - walk, trot, gallop, run, turn stop, etc.	
PK-1	3. Individual Rope Imitations	Have all run in same direction.
	a. Use rope like a cowboy, lariat. 	
	b. Spin rope, like a cowboy spins it on ground; jump over the rope.	Allow plenty of room for all rope-swinging stunts.
	c. Make a mountain with the rope	
	(1) Hop up the mountain and down. (Hop up into loop on one foot, change feet and hop down the inside of rope.) 	

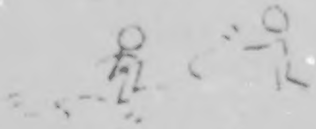
(2) Jump over the mountain (stand at the open end of the rope, swing arms back and forth, then jump over the loop end, land lightly with knees bent).



4. Long Rope Imitations

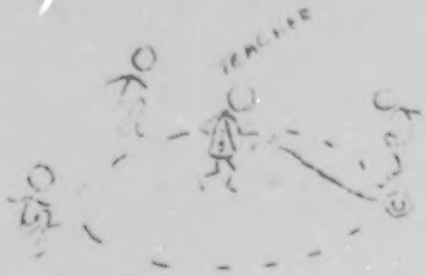
a. Serpent jump, jump in and out of rope on floor.

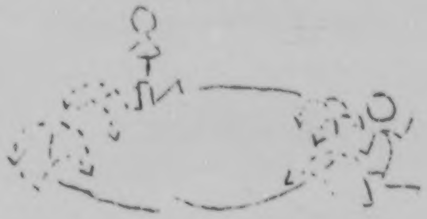
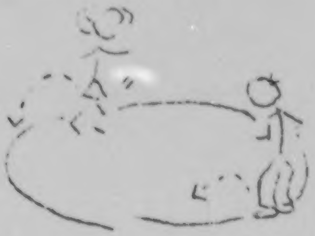
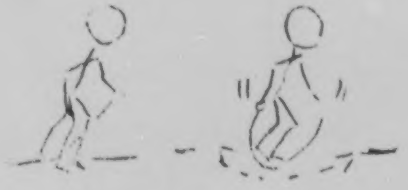
b. Snake jump, turner snakes the rope while jumper dodges the rope.



c. Jump the shot, a rope that has a deck tennis ring tied on

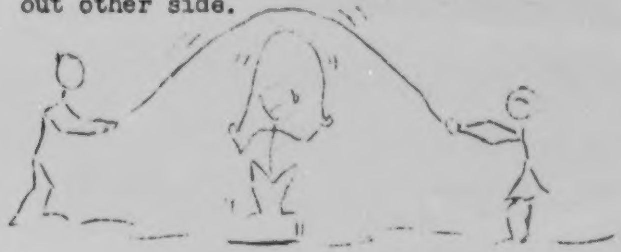
Require the jumper to time his jump.

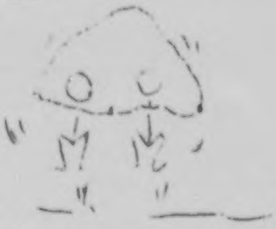


Grade Stress	Hand Equipment - Ropes	Comments
	d. Jump a stationary rope circle; (1) Jump in and out of circle. (2) Hop in and out of circle. (3) Jump around the circle, once, twice .... hop around circle. 	Tug-of-war rope makes a good large circle.
	(4) As boys jump into circle, all girls jump out of circle, etc. 	Magic rope can be used.
	e. Jump "cradles"	One rope per child
	5. Small Single Rope Any of the methods and stunts can be done on a total score basis or total number of jumps per time period.	Rope jumping is an individual skill. Grade stress may be ignored in favor of individual progress.
K-2	a. Hold rope ends in each hand when learning to jump. Swing rope under legs backward and forward, jump, run or gallop in own rhythm and style. 	

Grade Stress	Hand Equipment - Ropes	Comments
	b. Use a hoop instead of a rope.	
	c. Jump on both feet turning rope forward.	
1-6	d. Jump on both feet turning rope backward.	
	e. Hop on the dominant foot while turning rope forward; reverse feet.	
	f. Hop on the dominent foot while turning rope backward; reverse feet.	Some children find more success using a backward turn.
	g. Jump, alternating feet turning rope either forward or backward.	
	h. Run or skip rope that is turned either forward or backward.	Learn to swing the rope - Common fault is pulling the rope.
	i. Do cross overs with rope turning forward or backward.	
	j. Stiff Leg Kicked Forward - Player kicks the other leg straight out in front of him between each jump	Have children devise own novelty jumps and stunts.
	Stiff Leg Kicked Backward - Do as above except that the leg is kicked backward	
	k. Clap Hands - Hit hands together each time rope is turned.	
	l. Feet Together and Apart - Place feet together for first jump and apart for second jump, etc.	
	Note: Most of the stunts listed above can be done with two jumpers each turning one end of rope with their outside hand while their inside hands are joined.	
	6. One Long Rope	
	a. Jump rope slowly swinging back and forth with cradling motion.	
	b. Jump with feet together starting with a still rope.	Practice for uniform, even swing.
	c. Front Door	
	1. Rope is turned toward line of jumpers. As rope hits ground the first person runs forward and runs under rope before it comes around again. He walks around turner and goes to end of line.	

Grade Stress	Hand Equipment - Ropes	Comments
	2. As rope hits ground, jumper runs in, then jumps over rope once as it comes around and runs out. On next turn, Jumper jumps two times, on next, three times and so on. Anyone who misses must start over with one jump.	
	d. Back Door. Rope is turned away from line of jumpers. First try just running through, then add a jump each time as in Front Door.	
	e. Run in front door, jump once, and run out back door.	
	f. Run in back door, jump once, and run out front door.	Timing of swing most important
	g. Repeat e and f jumping five or more times before going out.	
	h. Jump on right foot, left foot or alternating feet after getting in.	
	i. Run in while rope is turning in either direction and jump with hands being placed in some unusual position such as on hips, over head, sideways, etc.	
	j. Use different ways of jumping, such as crossed feet, the rocker step, etc.	
4-6	7. One Long Rope and One Short Rope	
	a. Stand in with both ropes still and then, with both ropes turning in unison, jump both ropes.	High degree of difficulty
	b. Turn short rope and run through long turning rope.	
	c. Turn long rope as jumper runs in while jumping a short rope and continues to jump both.	
	d. Do same as the above except that jumper after a certain number of jumps goes out other side.	



Grade Stress	Hand Equipment - Ropes	Comments
	8. Jumping with Partners on One Rope	
4-6	a. Have partners face each other, one person turning.	
	b. Have partners face in same direction.	Excellent for coordinating movements of two people
	c. Have partners side by side, rope held in outside hand. 	
	d. Partners side by side, facing opposite directions, inside elbow hooked, rope held in outside hand	
	e. Partners back to back. Each holds a rope end in right hand.	
	f. Children can make up their own "doubles" combinations.	
	9. Two Ropes	
	a. Cross Roads or Egg Beater Cross two long ropes at the center. Both ropes are turned in same direction.	Use many jump-rope rhymes.
	b. Double Dutch Have ropes of same length. Turners move their arms in an inward circle. (Toward the body) Rope nearest jumper turns "back door;" other rope turns "front door".	
	c. Double Irish (Frenchies) Have turners move their arms in an outward circle (away from body) Rope nearest jumper turns "front door;" far rope turns "back door".	
	d. Long and Short Jumper turns and jumps a short rope while jumping a long rope.	

e. Long and Short With Three in the Middle
Children will "concoct" this stunt if you turn them loose to experiment.

10. Rope Jumping Games

a. Jump the Shot
Have the players form a circle, with room for jumping between them. Player counted out to be "it" stands in the center with a 15 foot rope, at whose end a weight is tied, and swings it in a circle until it reaches the players and is moving close to the ground. Each player must jump it as it passes. If rope or weight touches a player, he is eliminated. The speed of rope may be changed at will. The "it" may stand, sit or lie on floor for his swinging. Weight may be a bag of beans, an old shoe or the like.

b. Building a House or High-Low Water
Hold a long rope still an inch or so from the ground. One at a time children jump over rope and return to end of line. Rope is then raised a little higher and they all try it again. Anyone who misses must drop out. This continues until there is only one person left. He is "the owner" of house.

c. Rock the Baby
Rope swings about four inches above ground; player jumps from side to side until he misses.

d. Cross the Creek
Run through without jumping or being touched by rope - that is, jumpers must get over creek without getting wet. Players go through separately, until only one is left who has not missed.

e. Salt, Mustard, Vinegar, Pepper
Run in, and when all are in say, "Salt, Mustard, Pepper." At the word "Pepper," rope is gradually turned faster and faster.

f. French Almond Rock
Jump over the rope as it swings from side to side, saying the following rhyme: "Handy-pandy, sugary candy, French Almond Rock." Then rhyme is repeated while players skip in usual way. Then all crouch down while rope is turned over their heads, to same rhyme. On last word, "rock," players rise and rhyme is repeated for third time while they skip.

g. Keep The Kettle Boiling
Several long jump ropes like the spokes of a wheel, all turning in the same direction. Line up two teams single file on either side of wheel. The first person in each line runs into nearest turning rope, jumps once, runs to next, continuing in this manner around the circle. When he gets back to his own place he tags next person and goes to end of line. Anyone who misses must drop back to last rope he jumped successfully and start again from there.

The first team to have all players back in place wins. This game, of course, should not be played until all children in group are fairly proficient jumpers.

Rope Jumping Jingles

Down in the Valley

1. Down in the valley where the green grass grows
There sat Nancy as pretty as a rose;
She sang -- she sang,
She sang so sweet,
Along came Bunny and kissed her on the cheek;
How many kisses did he give her in a week?
One, two, three, four (until jumper misses.)

2. ### Teddy Bear, Teddy Bear

Teddy bear, teddy bear, turn all around.
Teddy bear, teddy bear, touch the ground;
Teddy bear, teddy bear, read the news,
Teddy bear, teddy bear, shine your shoes;
Teddy bear, teddy bear, go upstairs,
Teddy bear, teddy bear, say your prayers;
Teddy bear, teddy bear, turn out the lights
Teddy bear, teddy bear, say G-O-O-D-N-I-G-H-T

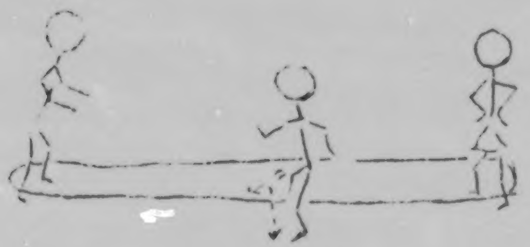
3. Cinderella, dressed in yeller,
Went downtown to meet her feller.
How many kisses did he give her?
One, two, three, etc.

4. I like coffee, I like tea
How many boys are crazy for me?
One, two, three, etc.

5. Bread and butter
Sugar and spice
How many boys think I am nice?
One, two, three, etc.

Chinese Jump Rope

Rules:	Have two players stand inside of loop and stretch elastic fairly tight about six inches off ground. Third player is jumper. Chairs can be substituted for the end players.
Equipment:	A 9' loop of ½" elastic. Can also be made of rubber bands tied together
Players:	Three or more
Stunt #1:	Hop on left foot touch right to floor inside loop. Withdraw right foot but do not touch floor on outside. On next hop hook near side of loop with right foot and carry it over far side of loop and land on right foot. On next hop, bring right foot back. Loop will resume original shape. Repeat - Right in middle, right out. Hook with right and land outside, return.
Stunt #2:	Face same direction but on other side of loop repeat #1 with left foot. Repeat five times without missing.
Stunt #3:	Face rope. Hop into loop with both feet and rebound out to original position. On next jump hook near side with both insteps and land on far side of loop. Loop will be crossed. Face one end of loop. Fix loop at ankles. Jump straight up rope will release and spring back to original shape while jumper lands in middle. Jump out on both feet. Repeat three times without a miss.
Stunt #4:	Repeat #3 on other side
Stunt #5:	Repeat #3 on right foot
Stunt #6:	Repeat #3 on left foot. On #5 and #6 follow procedure of #3 to point where loop is crossed. Jump up and land straddle the loop. Jump into center and out. Repeat all.



D. Scooters

Introduction

Scooters or gym dollies can be bought commercially or be made at home. Homemade scooters can be constructed from a discarded desk top braced with two 3" wide boards on the bottom and a swivel, rubber caster fastened to each corner with edges covered by pieces of discarded garden hose to act as safety bumpers.

In general, scooters are used in a variety of relays which are performed in sitting, kneeling, or lying positions individually, or with a partner who either pushes or pulls the scooter with the other partner riding.

BK-6 1. Individual Relays

   a. Push with both hands (do not ride).

   b. Push with one hand.

   c. Kneel on one knee, push with one foot.

   d. Sit backward, push with 2 feet.

   e. Kneel or lay, push with 2 hands.

   f. Push with 2 hands, jump on, kneel and ride.

   g. Push with 2 hands, jump on prone and ride.

2. Partner Relays

   a. Sit cros-legged, push, hands on shoulders.

   b. Lie face down, pull with one hand grasp.

   c. Lie face down, push, holding both feet.

   d. Lie on back, pull with one hand.

   e. Lie on back, pull with one foot.

   f. Lie on back, push with both feet.

   g. Sit cross-legged, pull using jump rope.

   h. Use wheel barrow push.

Note: Use relay lines to allow children to take as many turns as possible within a given time.

Grade Stress	Hand Equipment - Cageball	Comments
	E. Cageball	
	Initial Experience	
BK-6	1. Tactual	
	a. Touch	
	b. Feel	
	c. Roll	
	d. Pass	
	e. Lift	
	f. Push	
	g. Kick	
BK-6	2. Body Awareness	
	a. Push making the ball roll - hands, head, etc.	
	b. Sit, kick the ball with feet.	
	c. Volley the ball sitting with hands and feet or standing using the hands.	Have children volley with bent arms.
	Eye-hand Coordination	
BK-6	1. Roll and/or push the ball around the circle to the left. Repeat, change direction of ball to right.	Have children verbalize the direction as ball is passed.
	2. Tap or bounce ball.	
	3. Volley with hands.	
	Eye-foot Coordination	
BK-6	1. Kick the ball sitting across circle or stand.	Have children kick with knees bent.
	2. Dribble (crab soccer)	

Games

B1-6 1. Cageball Tap

Players: Whole Class
Equipment: Cageball
Formation: Scattered
Objective: For IT to tap as many players as possible in one minute.

Rules:

1. Hands on ball IT counts to 3 before chasing players to start game.

2. Any player tapped with ball leaves game and goes to penalty area.

3. Count number of players tapped by IT at end of playing time.

4. Continue game with a new IT.

B1-6 2. Whistle Ball

Same as described in ball section page 97

B1-6 3. Kick Over

Two teams, face each other in parallel lines, try to push ball with feet over opponents goal, mats placed behind for support.

4. Elimination Dodge

Players sit or stand on a circle with one group in the middle. After being hit, a player retires to the circle. When all players are eliminated, a new group goes into the center.

5. Rotation Dodgeball

Players: Whole class
Equipment: Cageball
Formation: A playing circle with dividing line
Objective: To eliminate 2 rotating center players

Rules:

1. Divide a circle of players equally in half. Number each half consecutively. Players number 1 from each half start the game as center players.

2. Retain center player as dodger until hit with ball.

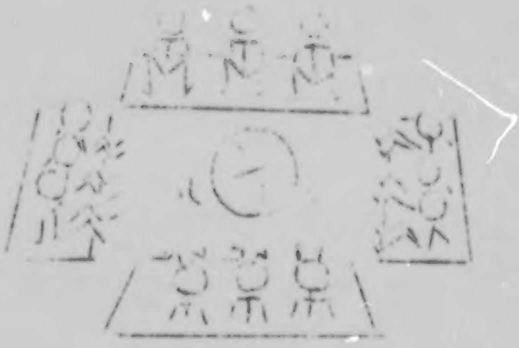
3. Return that player when hit to his spot on circle next person on his left immediately takes his place as center player.

4. Continue until last person on his side has had a turn. Play pattern is then repeated.

B4-6 6. Four Push

Divide class into 4 teams. Each team is behind its own restraining line numbered consecutively. When called, that number comes to center of gym and places his hands on cageball. On the word "go" each player tries to push ball outside of next largest circle.

B4-6 7. Four Mat Cageball



Equipment: Cageball, 4 mats
Formation: Mats form a square with each team sitting on its own mat
Objective: To kick ball beyond back edge of an opposing team's mat

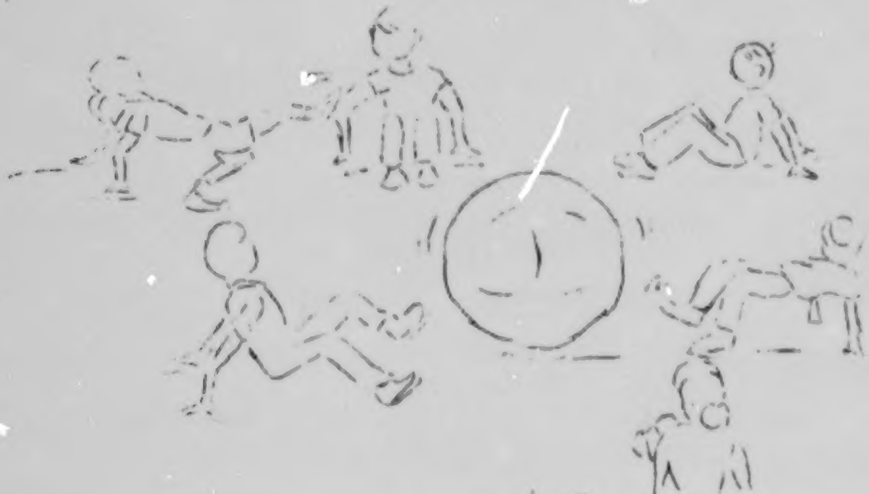
Rules:

1. Put ball into play by pushing into center.
2. Have hands on hips in contact with mat to hit a ball. A violation of this act takes one point away from the team's score.
3. Score a point on each successful attempt.
4. Play game by time or score with team accumulating most points winning.

E4-6 8. Team Target

Same as described in ball section p. 107

E5-6 9. Circle Soccer and Crab Soccer



F. Scoops

Scoops can be used effectively with bean bags or balls to develop further eye-hand coordination. The scoop being an extension of the hand provides a challenging experience for the child. Scoops may be purchased commercially or be constructed from plastic bleach bottles. With some minor modifications, teaching progressions for bean bag and ball skills may be used.

Activities for Individuals

See Bean Bag Section p. 85.

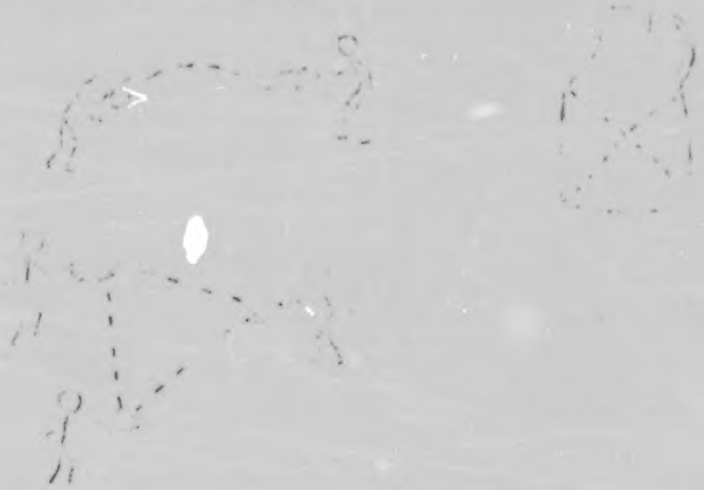
Activities for Partners

See Bean Bag Section p. 87.

Games

1. Throw and stoop p. 105
2. Bowling relay p. 105
3. 2 square p. 100
4. 4 square p. 107
5. Prisoner Ball p. 103
6. Dodgeball games p. 110
7. Keep Away type games

Note: Many throwing and catch activities may be adapted for use with scoops.



G. Wands

Introduction

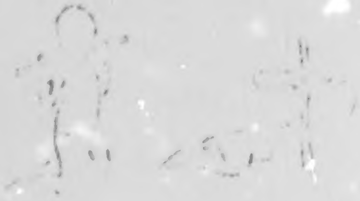
Wands are usually made from broom sticks, although any hardwood dowel may be used. Wands should be about 36 to 39 inches in length and about 1 or 1¼ inches in diameter.

Use of the wand in exercise is excellent in building strength and in relaxing the performer so that more natural movements are possible. The wand may be held shoulder distance apart or at the ends, depending upon the movements. Students are usually more interested in performing an exercise with which an object is used, hence ordinary movements take on new interest.

Elementary school children are especially enthusiastic about the use of wands, although they may be used effectively at all school age levels. The exercises using wands should be taught in a large area with ample space between students. The exercises may be performed inside the gymnasium or outside in the school yard.

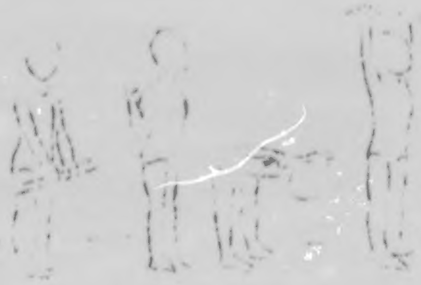
The following calisthenic exercises, stunts, games and relays are some of the more frequently performed movements using the wands.

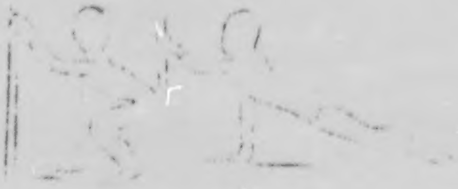
Grade Stress	Hand Equipment - Wands	Comments
	Calisthenic Exercises	
BK-6	1. Arm stretch Stand, grasp the wand in front of body at shoulder height. Keeping the elbows straight, lift the arms up over the head and back as far as possible. This is excellent stretch for the pectoral muscles.	Use music with suitable cadence. Small muscle movements in 2/4 or 4/4 time. Large muscle bending, twisting and circling movements in 3/4 time.
BK-6	2. Side bending Stand, grasp the wand at the ends, arms stretched over head. Keep arms straight, bend the trunk to the right side, then to the left side.	
BK-6	3. Trunk flexion and extension Stand, grasp the wand at the ends, arms straight in front of body. Bend the trunk and touch the wand to the floor. Extend and hyperextend the trunk bending backward as far as possible, arms straight and reaching upward and backward.	Try wall charts at a reaching station.
BK-6	4. Arm bending and extending a. Stand, arms low in front of body, arms extended, grasping wand at the ends.	

Grade Stress	Hand Equipment - Wands	Comments
	b. Bend the arms bringing the wand to the chest. c. Extend the arms forward horizontally. d. Bend the arms bringing the wand to the chest. e. Extend the arms upward. f. Bend the arms bringing the wand to the chest. g. Extend the arms downward.	
BK-6	5. Wand lift front-to-back Stand, grasp the wand in front of the body in a wide position. Lift the arms up over the head and down to the back; return to starting position. Try to keep the elbows straight. This is excellent for learning dislocate shoulder movements on the uneven parallel bars.	
BK-6	6. Trunk twisting Stand, grasp the wand shoulder distance apart, arms horizontal. Hold the wand with arms straight, twist the trunk from side to side.	Try for increased flexibility.
BK-6	7. Tuck sit-ups with wand Tuck sit, holding wand under the bent knees. Rock back and go to tuck lying; come to hook sitting, hold the wand under the bent knees.	
BK-6	8. Kneeling trunk twist Kneel, knees about 13 inches apart, wand held in back of shoulders. Twist the trunk and bend forward touching the right end of the wand to the right side in front of right knee. Come to erect position and twist and bend to the left. 	
BK-6	9. Trunk twisting, wand in rear Stand, wand over shoulders, hands grasping ends. Twist trunk from side to side.	Stress good body position.
	10. Trunk circling Stand, hold onto the wand at the ends. With arms held straight and extended: a. Bend the trunk forward. b. Bend the trunk to the right side. c. Bend the trunk backward. d. Bend the trunk to the left side.	

Grade Stress	Hand Equipment - Wands	Comments
BK-6	11. Back lean Kneel, legs apart at knees, heels together, arms over head holding onto the wand. Lean backward as far as possible and return.	
BL-6	12. Half kneeling - side bending Kneel on right knee, left leg to the side, wand held over head, arms straight. Bounce over the left leg to counts 1, 2; stretch arms over head on count 3; change legs on count 4. Reverse sides.	
BK-6	13. Woodchopper Stand, holding onto one end of the wand with both hands. Bring the wand up over the head and to one side, swing it downward to the floor as in a chopping movement without touching the floor with the wand.	
	14. Leg stretch Tuck sitting, wand held in both hands and wand under one foot. Stretch the leg upward, holding onto the wand with remains under extended foot; reverse the feet.	Remember to stretch the ham-strings.
	15. Squat wand circling Squat position, both hands on top of the vertical wand. a. Hold onto the wand, squat jump in a circle around the wand. b. Hold onto the wand, keeping arms straight and body in a side leaning position, run around the stick.	
	16. Trunk twist and bend Stand with feet apart, grasp ends of wand. Twist the body to the right as far as possible; try to touch the left end of the wand to the right toe; reverse the movement.	
	17. Sitting, trunk bending Sit with legs spread far apart, hands grasping wand in front of body. a. Bend the trunk forward, touching the right toe with the wand, then the left. b. Do the same movement in straddle standing position.	

Grade Stress	Hand Equipment - Wands	Comments
	18. Wand swinging Stand, arms sideward horizontal. Wand in right hand, as if the wand were a continuation of the right hand. Swing the wand across front of the body and catch it with the left hand; reverse the movement.	In wand swinging and circling, a majorettes baton might be substituted.
	19. Wand circling Stand, arms sideward horizontal, wand in right hand as if the wand were a continuation of the arm. Swing the wand in a complete circle and then catch it with the left hand; reverse the movement.	
	20. Wand swinging in rear Stand, arms sideward horizontal, wand in right hand. a. Swing the wand across the low back of the body and catch it with the left hand; reverse the movement. b. Swing the wand upward across the shoulders and catch it with the opposite hand.	
EK-6	21. Trunk and arm bend Stand with feet apart, grasping the wand in front of body. a. Lift straight arms over head and bend elbows placing wand at shoulder blades. b. Hold arm position, bend the trunk forward to right angle. c. Straighten trunk and extend arms upward over head. d. Return wand to front position. This may be varied by stretching the arms forward on the trunk bending.	
EK-6	22. Squat thrust Squat sit, right hand on the floor, left hand on top of the vertical wand. Thrust the legs to the rear and return to the squat position; reverse the hand position and repeat.	





23. Billykin and wand
Back lying, hands over head, holding onto the ends of the wand.

a. Bring the feet up over the head into the ploughshear position, feet placed through the wand.
b. Sit up, wand under the knees.
c. Roll back to ploughshear position.
d. Disengage feet and return to original back lying position.

24. V seat with wand
Tuck sit, wand under both feet, hands at end.
Stretch legs upward into a V seat balancing on the buttocks. Return to hook sitting.

25. Leg stretching and V-seat
Tuck sitting, wand under one leg, held at the ends.

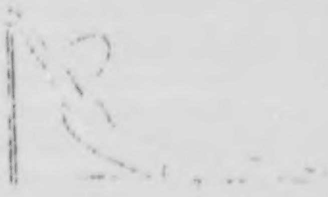
a. Stretch the right leg upward, and return.
b. Stretch the left leg upward, and return.
c. Stretch both legs upward and return.

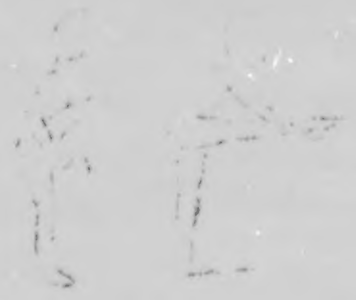
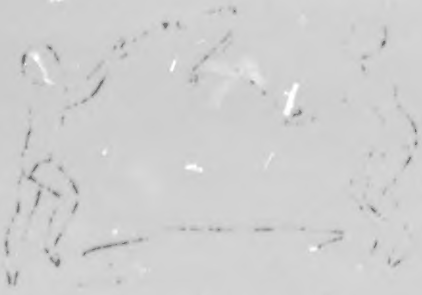
26. Knee lift
Tuck sitting, wand under the knee, held at ends.
Lift one leg extending the knee, then the other; and then both legs, holding the wand under the knees throughout the movement.

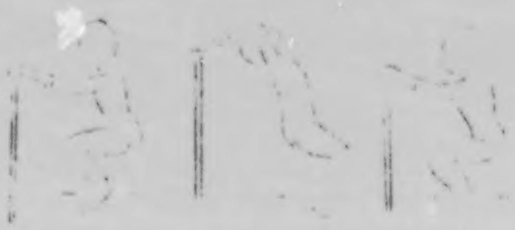
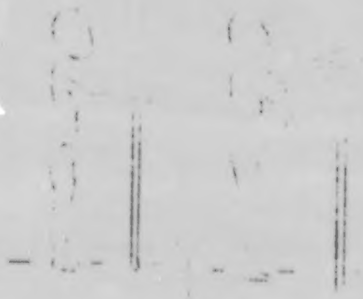
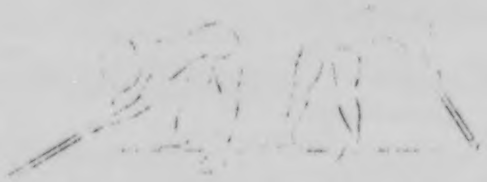
Stunts

EK-6 1. Stepping over the wand
Stand, grip the wand at the ends in an over grip.

a. Step one foot over and then the other, ending with the wand in back of the buttocks. Reverse the movement by stepping one foot and then the other, ending with the wand in front of the body as at the starting position. Start with the hands in a wide position, and gradually bring the hands closer together to make the movement more difficult.

Grade Stress	Hand Equipment - Wands	Comments
	b. Step over the wand with one foot and then the other, and carry the wand up to over the head.	
EK-6	2. Jumping the wand Stand, hold the wand at the ends in an over grip. Jump twice in place and on the third jump, spring over the wand; repeat the two jumps in place, and jump over the wand back to starting position.	
EK-6	3. Squat stepping over the wand In squatting position, hands at the ends of the wand. Remaining in squat position, climb over and back. Gradually bring the hands closer together as the movement is perfected.	Stress agility and flexibility.
EK-6	4. Crab walk "Crab walk" position; i.e., back to floor, weight on hands and feet. Hold the wand in the hips by contracting the abdominal muscles, try to walk forward and backward.	
EK-6	5. Ankle toss Tuck sit, wand at the ankles. Extend legs slightly and lift wand into the air with legs, catch it with both hands.	
EK-6	6. Long sitting to V-seat Long sit, wand stretched over head, held at ends. Bring the wand forward and squat the legs through the wand to a V-seat and bring them back trying not to touch the wand.	
EK-6	7. Wand pull-up Lye facing vertical wand, hands grasping at base, arms straight. Using a hand-over-hand movement, try to climb up the wand to the top, ending in an arched trunk position. Return in the same hand-over-hand manner.	

Grade Stress	Hand Equipment - Wands	Comments
EK-6	8. Standing to lying without hands Stand, wand in back of shoulders, grasped at ends. Lie down on the abdomen without help of hands. Return to standing without help of hands.	
EK-6	9. Standing leg stretch Stand, arms extended over head, hands grasp wand at the ends. Bring the wand down in front of the body, hook one foot on the wand and extend the leg forward balancing in a straight position on one leg; return the foot to the floor. Repeat with opposite foot.	
E2-6	10. Wand catching Stand, arms extended forward, grasping wand in over grip. a. Let the wand drop and catch it before it touches the floor. b. Throw the wand up and catch it. c. Throw the wand up with left hand and catch with the right.	
E1-6	11. Wand tossing Stand, grasp the wand in front of the body. a. Toss the wand up over the head and make a half turn and catch the wand. b. Throw the wand up and make a whole turn and catch it.	
E1-6	12. Partner tossing Stand facing a partner, wand held in both hands in front of body. a. Toss the wand across to partner. b. Have each partner throw across, one tossing the wand high, the other low.	

Grade Stress	Hand Equipment - Wands	Comments
E4-6	13. Squat back bend Squat sitting, holding the end of the vertical wand. Turn and twist the body to the left, ending with the back to the wand (like a back bend); twist back to original position. Repeat to the right.	
E4-6	14. Vertical run-around Standing erect, place wand in a vertical, balanced position. Let wand go and then run around wand and try to catch it before it falls.	
E4-6	15. Kick over wand Stand, wand vertical, held at the end by one hand. a. Lift one leg over the wand and catch the wand before it falls. Reverse the legs. b. Use a scissor kick, try to jump over wand with both legs and catch wand before it falls.	
E4-6	16. Back bend Stand, hold onto wand at one end with both hands. a. Bend trunk backward, touching floor with wand in back of body. Return to erect position. b. Touch wand in front of body, then swing it up over head and bend backward touching floor with it in back of body. c. Stand, trunk bending forward, sideward, backward, and to the opposite side, touching wand in a circle as trunk is circled.	
	17. Wand balancing a. finger b. chin c. forehead d. toes	

Grade Stress	Hand Equipment - Wands

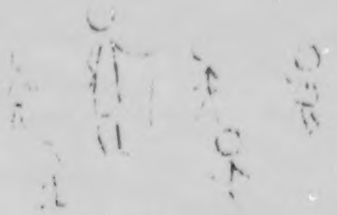
Games and Relays

E1-6 1. Snatch the Stick
Formation: Circle, number off circle players
Rules: "It" is in the center of the circle holding wand in upright balance position on floor. Circle player whose number is called must run in and catch wand before it hits floor. If circle player fails to catch wand before it hits floor, "It" gets another turn.

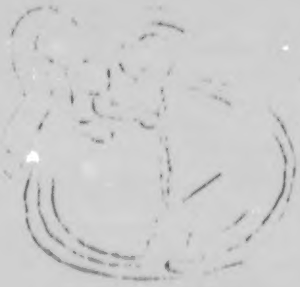
E2-6 2. Spanish Relay
Formation: File
Equipment: Wands
Rules: Run to a pre-determined point. Put end of wand on floor hold top of wand with both hands, place forehead on top of wand. Circle wand rapidly three times and return to file.

E3-6 3. Wand Jumping Relay
Formation: File
Equipment: Wands
Rules: #1 runs to mark and return. #1 and #2 hold wand at opposite ends of wand and passes wand under entire file. #2 runs to mark and returns and repeats jumping movement with #3. Continue until everyone has had a turn.

E1-6 4. Wand and Spool Relay
Formation: File
Equipment: Wands and large spools (similar to electric wire spools)
Rules: Place end of wand on floor in back of spool making spool roll to a mark and return. Do not strike spool. Repeat until everyone has had turn.



Snatch the Stick



Spanish Relay

H. Hoops - inner tubes - tires

These three pieces of equipment can be used interchangably as well as having applications of their own to the physical education program.

Grade Stress	CURRICULUM CONTENT	Hoop	Tube	Tire	Comments
DK-1	1. Lying flat on ground or floor (random)	X	X	X	Tape valve down on tube.
	a. Weave patterns around, walk-run-hop-skip.	X	X	X	
	b. Hop in and out.	X	X	X	
	c. Hop on and off.		X	X	Try wall chart for self-learning.
	d. Jump in and out.	X	X	X	
	e. Jump on and off.		X	X	
	f. Hop around on rim.		X	X	
	2. Lying flat on floor in single row - double rows	X	X	X	
	a. Walk on, to end of row.		X	X	
	b. Run on, to end of row.		X	X	
	c. Walk, run, stepping in to end of row.		X	X	
	d. Repeat c. - use both rows.	X	X	X	
	e. Repeat c. - using tube in alternate row.	X	X	X	
	f. Repeat, hopping - jumping.	X	X	X	
	g. Use simple hop scotch design.	X	X	X	
	3. Lying - leaning against wall - held by self or partner	X	X	X	
	a. Put body on.		X	X	
	b. Put body in or through - sit, crawl, jump.	X	X	X	
	c. Stand in - take off overhead and reverse.	X	X		

Grade Stress	CURRICULUM CONTENT	Hoop	Tube	Tire	Comments
	d. Stand - one foot in - lift overhead - step out other foot.	X	X		
	e. Stand in - touch toes - lift of body - keep four limbs inside.	X	X		
	f. Reverse	X	X		
	g. Hold around waist, neck, overhead, walk - run.	X	X		Use children's ideas.
	h. Stand in both feet, walk-run.		X		
	i. Stand in one foot, walk-run.		X		
	j. Stand in one foot, carry on shoulder, walk-run.		X		
	k. Kick for distance, stand by - run at.		X		
	l. Kick to goal and back, walk-run.		X		
	m. One push - roll for distance	X	X		
	n. Roll to goal and return, use hands - walk-run.	X	X		
	o. Spin like coin or eggbeater.	X			
	p. Spin and return to self.	X			
	q. Drape around neck, no hands, walk-run.	X	X		
	r. Hula hoop spinning - waist, neck, arm, leg, hand	X	X		
	s. Use as jump rope.	X			
E2-5	t. Obstacle races - body, balls, bottles, pins	X	X	X	
	u. Roll striking with stick-steer.	X	X		
	v. Roll to partner.	X	X		
	w. Roll to partner - second partner jumps.	X	X		

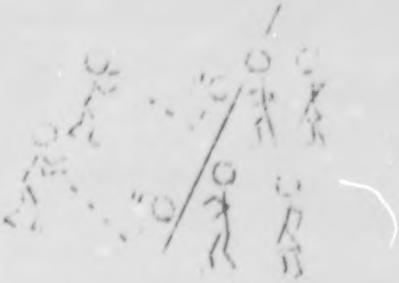
Grade Stress	CURRICULUM CONTENT	Hoop	Tube	Tire	Comments
	x. Straddle jump object while rolling.	X	X		
	y. Use in relays and races.	X	X		Plan carefully to keep lesson rolling along.
	z. Tug-of-war, tube held by four persons, each pull in own direction		X		
	4. Other uses	X	X	X	
	a. Tube flat, hands on sides, push across floor, walk-run.	X	X		
	b. Tube flat, push of war, one on one		X		
	c. Tube held, tug-of-war, one on one		X		
	d. Ride like hobby horse by bouncing.		X		
	5. Supplemental				
	a. Tied together in form of raft, covered by or sandwiched between mats or exposed		X		
	(1) Extra soft surface for teaching body movements, stunts		X		
	(2) Extra safety factor when using apparatus and mats		X		
	(3) Bouncing, in place, traveling		X		
	b. Two or more rafts in layers		X		
	(1) Jump to seat, belly flop, bed bounce		X		

I. Paddles

Introduction

The movement pattern needed for paddle tennis and tennis can be started in the primary grades using the hand instead of a paddle. The skills of eye tracking, body movement and hand-foot coordination are accomplished utilizing bouncing, catching, and striking ball skills. In the intermediate grades, the skill of striking with an implement involving an extension of the hand is introduced.

Grade Stress	Hand Equipment - Paddles	Comments
B1-2	Progression of Skills Without a Paddle	To self To partner To wall
	1. Bounce and catch.	
	2. Toss and catch.	
	3. Throw and catch against a wall.	
	4. Hit a ball that has bounced once.	
	5. Hit a ball before it strikes the ground.	
	6. Hit continuously a ball against a wall.	
	Progression of Skills with a Paddle	Use both sides.
	1. Bounce ball on floor using paddle.	
	2. Keep ball up using paddle.	
	3. Walk and do preceeding skill.	Use alternate sides.
	4. Bounce and hit ball with paddle.	
	5. Hit the ball against wall with paddle.	
	6. Toss ball to partner, let it bounce and then hit.	
	7. Hit ball before it strikes the ground.	
	Games	
B1-2	1. Bounce Catch Race	
	Skill relay race Skills: To bounce and catch a ball Equipment: one bouncing ball per team	



Rules:

1. Player #1 bounces the ball to #2.
2. #2 catches the ball, bounces it back to #1 and goes to end of the line. If a player fails to catch the ball, he must recover it, return to the starting line, and bounce it back to the leader.
3. #1 bounces the ball to #3 who bounces it back to #1 and goes to the end of the line. This continues until each player has had a turn. Line which finishes first wins.
4. Game may be repeated with #2 as the new leader. Different types of throws may be used.

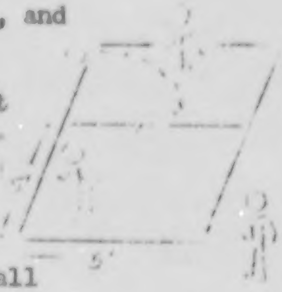
E1-2 2. Bounce Catch

Small group play
Skills: To bounce and catch ball and honor boundary lines
Equipment: One bouncing ball per group

Rules:

1. Two children stand in two adjacent squares.
2. One child bounces the ball into his opponent's square.
3. The second player catches the ball and then bounces it back. If he fails to catch it on the first bounce he is out, and a waiting child takes place.
4. After three bounces both players retire, and two waiting players take their places.

Remarks: This is a good game for beginners. It isn't interesting to the more skilled.

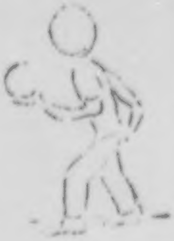


3. Two Squares

Small group play of 3 per court
Skills: To bounce-serve a ball. To return a ball after it has bounced once by hitting it up.
Equipment: One bouncing ball per group

Rules:

1. Game is played in two squares. Opposing players face each other, each standing in a square.
2. Game is started by one player bounce-serving* the ball into the square of the other player.
3. The second player returns the ball after it has bounced once in his square by batting it upward with one hand into the square of the server.
4. Play continues until one of the following violations occurs:
    - a. Ball lands on a line or out of court
    - b. Ball is hit with the fist
    - c. Player momentarily holds the ball
    - d. Ball is hit down instead of up.
5. When a violation occurs, the player committing the violation leaves the game and a waiting player takes his place.



* The Bounce Serve - Feet are in a stride position, left foot slightly advanced. Ball is held in left hand, dropped to the court, and batted with right hand.

4. Variations of Two Square

B4-6 1. Play this game using tennis scoring system, except that the server stands within the court.

B4-6 2. Play Two Squares using paddles.

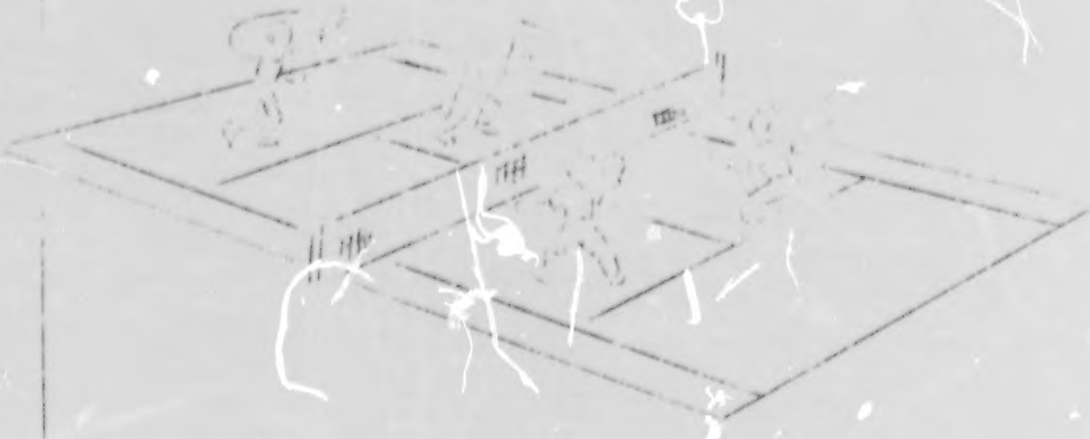
B5-6 3. Use tennis scoring.

E5-6

5. Paddle Tennis

Paddle Tennis is an adaptation of tennis played on a small court ¼ the size of a regulation court. It is an excellent game for introducing players to the general rules and procedures of tennis.

This game is played like regular tennis except that the ball is served underhand and hit with a wooden paddle. The server stands behind the serving line in the right court and serves the ball diagonally across the net in one or two tries into his opponent's receiving court. After the ball bounces once, it is hit back across the net and the game continues until one hits the ball into the net, out of bounds, or misses it. The game is scored like tennis: Love, 15, 30, 40, Game, except when both have a tie score of 40-40 or "deuce," after which two consecutive points must be made. The game may be played by two or four players.



J. Parachute

Introduction

Parachute activities add variety and fun to the physical education program. Each pupil is afforded the opportunity to participate and most often enjoys success in the activity. The weak may join the strong on an almost equal basis. Because of the group control factor, the parachute can be used by the classroom teacher quite successfully.

Some Basic Objectives for Parachute Play

1. To develop muscles in the upper body.
2. To learn team coordination

Grips:

1. Palms Down (overhand)
2. Palms Up (underhand)

Ready Position

1. Children kneel on one knee, using any of the two grips. The parachute is spread out on the ground.
2. Children standing up holding the parachute stretched tight at waist level, using the above grips.

Grade Stress	Hand Equipment - Parachute	Comments
B1-6	Initial Experience 1. Tactual a. Touch b. Feel c. Crumple d. Pull e. Shake f. Lift	
B1-6	2. Body Awareness a. Hold parachute at waist level pulling tight. b. Hold parachute at waist with one hand walking (pinwheel carrousel).	

c. Lift and hold parachute above head.
d. Place feet shoulder distance apart and lean back. Hold and release.
e. Turn with back toward center of chute, one foot forward to keep balance and pull.
f. Pass the chute with both hands, release it one h hand at a time, to pass the chute around the circle of players; hand should not cross.

Be sure chute can stand strain.

Exercises

B2-6 1. Bicep Builder--Arm Exercise

With one leg forward, children plant their feet firmly and lean back, using palms up grip, with arms almost fully extended. On the go signal, children pull the chute towards themselves without moving their feet or jerking the chute. Pull for about six seconds.

Use children's ideas.

B3-6 2. Sky High Pull--Shoulder Exercise

Start chute at waist level, using a palms down grip Feet are shoulder width apart and on the go signal take the parachute up slowly until their arms are extended fully straight up overhead. Without moving feet, waist, or back and using just the arms and shoulders, all pull back.

Variation: Use a palms up grip and turn with back to center.

B4-6 3. Winding It Up--Forearm Exercise

The chute should be waist high and should be held with the palms down grip. On the go signal the whole group starts to wind or roll the edge of the parachute towards the center. Try to stay together and at the same time keep the chute tight by pulling a little before each turn or roll with the wrist. To get the most from this exercise it should be done slowly.

Stunts

B1-6 1. Making Waves

Try using music.

This is a good warm up exercise and at the same time you can get feeling or action of the chute. Children start with the chute at waist position and use the palms down grip: They shake the parachute up and down vigorously using full arm extension.

Grade Stress

Hand Equipment - Parachute

Comments

Bl-6

2. Up and Down

Hold hands waist high, all pull up arms above the head and lower to starting position. Repeat at various speeds.

3. Rowing a Boat

Hold hands shoulder high with the parachute pulled tight. Push hands away from the shoulders allowing the parachute to drop in the center. Pull arms back to shoulder position making the chute tight. Repeat.

4. Umbrella

Spread parachute on ground. Children kneel in ready position using the palms down grip. On the go signal the children stand up straight and fast, pulling the chute up over their heads with as much force as possible. They do not move their feet.

Variation:
   a. Return the chute to the ground as quickly as possible, and then repeat in rapid succession three or four times.
   b. Begin from a squat position.

5. Merry-Go-Round

Extend arms fully, pull the chute tight. Have the group perform right and left circling movements. Walking, running etc., at varying speeds

Try using music with this activity.

6. Mushroom

Begin the same as the Umbrella. When children can see the faces of the other children, they walk in about three or four steps as quickly as possible keeping hands and arms in a raised position over the heads. When parachute has reached its peak students move quickly back to their starting place.

7. Up, Walk Forward and Release

Pull up, on command walk four steps forward and release on fourth step.

8. Up, Walk Forward and Backward

Pull up, on command walk four steps forward and four steps backward. Repeat.

9. Igloo

Follow the procedure for making a mushroom; however, when the parachute reaches its peak, pull down quickly and place the edge of the chute on the floor trapping air beneath it. Pupils then stand on the edge of the chute to observe the igloo. For added fun, have some children go under the chute before pulling it down to be Eskimos in the igloo

Stress Safety under chute.

Games

B1-6 1. Exchange Places

Divide the circle in half and number each half so that there are couples identified by numbers. Pull the chute up, call a number and the partners called change places by running under the chute. Discourage the other pupils from pulling down too rapidly because the force of chute causes those under it to fall.

Variation: After changing places, run counter-clockwise back to the original space. Points may be awarded to the team having the first person back in place.

B2-6 2. Keep It Up

Place a partially deflated playground ball in the center of the chute. Pull up and down in an effort to keep the ball in and to obtain a good height to the ball.

B3-6 3. Around the World

Hold parachute in the standing ready position with the palms down grip or with the palms up grip. The chute is tight with a playground ball about ten inches in diameter, resting on it. On the go signal the students start the ball going around on the parachute by making ribbles. Example: Ball is in front of No. 1, No. 2 lowers his part of the chute so the ball can start rolling, after ball has passed No. 2 he then raises his part of the parachute and No. 3 lowers his, this continues until the ball has made a complete circle around the chute four or five times. This activity develops team coordination.

Variation: Divide class into half and use two balls, one on either side of the chute and play overtake ball.

B4-6 4. Catch As Catch Can

Use a divided circle, two teams. Each team has three balls of the same color but the colors for the two teams must differ, e.g, three red playground balls; three green playground balls. Start all balls in the center of the chute. Pull up and down. One team tries to force all of the balls of the other team out of the chute. The winning team must have at least one ball left inside.

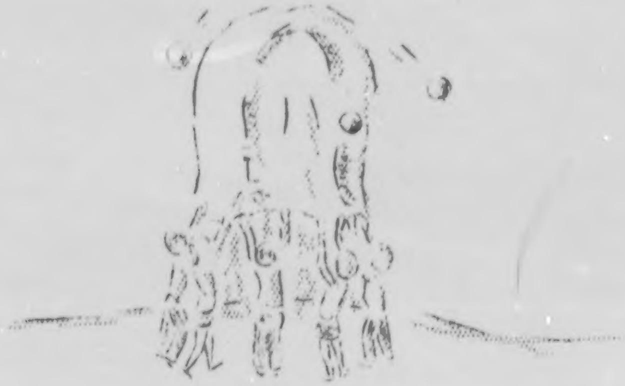
B4-6 5. Tiddle Winks

Use a divided circle, two teams. Each team has one ball (the 2 balls should be of different colors). An inflated inner tube is placed in the middle of the chute and both balls are on chute outside of the tube. The object of the activity is to see which team can make 3 to 5 points first. Points are made when a team's ball lands in the center of the tube. Teams may shake the chute, pull up and down or use any action which will move the balls.

E1-6 6. Rhythms using parachute--see novelty dance section of rhythms.

E1-6 7. For special events have students stooping under parachute ready to perform or on the outside ready to run under and perform when the chute lifts

a. Tumbling stunts with mats under the chute
b. Rope jumping
c. Ball bouncing or dribbling
d. Pyramid Building
e. Sports Statues



K - Other Hand Equipment

All teachers are encouraged to introduce into their programs other types of [illegible] hand equipment. Children can benefit from having a variety of experiences with a wide range of supplies. Often teaching progressions are similar (eg. bean bags balls, scoops, paddles), with minor adaptations; therefore the introduction of a different piece of equipment can spark new interests among pupils. Some suggestions are listed below; however, with some thought one could easily add to this list.

1. Frisbee
2. Yo yo
3. Jacks
4. Stilts
5. Pogo Sticks
6. Quoits

Teacher's Notes and Comments

RHYTHMS AND DANCE

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RHYTHMS AND DANCE

Children should be introduced to a program of creative rhythms and singing games at the earliest possible age. A rhythms program allows children to investigate the the range of fundamental movements of the body and enables them to portray their ideas and emotional experiences.

The development from the free and creative rhythms and the traditional singing games is the various forms of dance. To omit dance from the physical education program would be a serious error. Dance has many justifications, none more significant than the fact that man dances everywhere. Young children skip on the way to school, adolescents find social dance enjoyable, and adults participate in social or recreational dances. Rich cultural, social, and recreational experiences as well as valuable physical exercises are to be gained from dance.

It is important that rhythms and dance be introduced in an atmosphere of fun and enjoyment. The teacher should share in the rhythmical experiences and participate in the fun. If the teacher is dynamic and enthusiastic, the students will probably reflect this spirit.

A. General Teaching Suggestions

1. Include a variety of rhythms and dances conducted essentially as group activities with no formal instruction. The necessary information and instruction, brief and appropriately timed, should be interspersed casually throughout the lesson. Introductory sessions should be fun and encouraging.
2. Enthusiasm and enjoyment from personal involvement in the rhythms activities.
3. Include a variety of dances, rhythms, and formations in every lesson. Try to include a "fun" dance in each lesson. (See page 175)
4. Vary, frequently, the order in which the various activities of the rhythm and dance program is presented.
5. Review dances often. The "familiar" will allow the children to enjoy the experience of a free and expressive response to music.
6. Utilize simple "novelty" dances to encourage participation, stimulate further interest in the various dance forms, teach basic dance skills, and familiarize the participants with various musical idioms and rhythms.
7. Stress the relationship of all dance forms. There are common threads that weave through all dance forms. It is the music and rhythm that colors and characterizes movement.
8. Correlate rhythms and dance with other parts of the elementary school curriculum. For example, folk and square dances may relate interesting information about geography, work habits, literature, and customs of many countries.

9. Separate dances separated by formations. In general, first grade, single circles with or without partners, second grade, double circles with all variations, third grade, triple circle, fourth grade contra dances, reels, random formations, fifth grade, beginning square dance and advanced folk, sixth grade, advanced square and basic social dance steps.

10. Plan a progression so that the first steps can be used in a combination almost immediately and provide a feeling of accomplishment.

11. Select several different ways of choosing partners -- children select, count-off, teacher assign, homeroom teacher assign, girls in set one move to set two.

12. Prepare for an uneven number of boys and girls.

13. Plan for variation in arrangement of dances, point out contrasts and parallels in style, steps, and patterns. This will help distinguish one dance from another.

14. Provide opportunity for original or free dancing. Social dance is especially appropriate for this.

B. Teaching a Specific Dance

1. Teacher Preparation
Learning dance steps is as definite a skill learning activity as throwing a ball. Therefore, the teacher must analyze the steps and music to determine the best teaching method. Preparation may be guided by the following:

    a. Know the steps of the dance, if necessary make a card that can be referred to in teaching the steps.

    b. Know the sequence of the step patterns as they fit the music. In singing folk dances, teach the lyrics and step patterns jointly, or ask the vocal music teacher to teach the words and music to simplify the learning of the dance.

    c. Be familiar with the music to be used: the introduction, the transitions, the sequence, and the tempo.

    d. Attempt to demonstrate the steps, with or without a partner.

    e. Have all materials ready to make the best use of class time.

2. Presentation of the Dance
The procedure for breaking down a dance for teaching purposes will vary according to the dance. There are, however, many steps which are similar and may be applied to a variety of dances.

    a. Give the name of the dance. Write it on the board. If it is unusual, have the class pronounce it.

    b. Give the nationality of the dance and any background which will add interest and make the dance more meaningful.

    c. Have children listen to the record so an idea of the characters, quality, and speed of the music can be attained.

    d. Have children clap or walk to music.

    e. Teach phrases of music, not counts.

    f. Arrange the group in the desired formation. It may be practical to do this first. It is sometimes best to teach patterns without partners.

    g. Analyze and demonstrate first step and/or words.

    h. For dances with short sequences, demonstrate the entire dance and cue the class as they do it.

    i. For dances with long sequences, analyze a part and first try it without music. Then try it with the music. Present the next part in the same way, then put the parts together.

3. Review of a dance

    a. Review verbally, having the class tell the sequence of the dance. Then try the dance with the music, cueing the important change.

    b. Pick out the spots that need review and practice them.

    c. Review the dance several days later, play the record and see how far the dancers can progress without a cue.

    d. Avoid letting the class form the habit of depending on a cue to prompt them. Cueing is only a teaching device.

    e. Make records available before and after class if possible for those who wish to practice.

C. Basic Rhythms Experiences

Children should have many experiences in working with rhythms. A vocabulary and understanding of basic movement is essential before children will be able to create movement with rhythms. The children should learn to:

1. Listen to the music as if it were talking to them.

2. Move in many different ways to music.

    a. In place - clapping, tapping, nodding, swinging, kicking, bending, etc.

    b. Moving - walk (fast, slow, light, heavy, high, low), run, skip, gallop, slide, march, etc.

3. Recognize time, tempo, rhythm of various musical selections.

4. Develop pleasing combinations of movement.

5. Recognize mood, intensity of music.

6. Create rhythm patterns with and without music.

Grade Stress	C. Rhythms and Dance	Comments
BK-1	2. Rhythmic Activities	Refer to Ruth Evans Albums 1 & 2.
	a. Locomotor movements	
	(1) Walk	
	(2) Run	Can be done to clapping, drums, music, etc.
	(3) Jump	
	(4) Hop	
	(5) Gallop	
	(6) Skip	
	(7) Slide	
	(8) Leap	
	b. Combination of Locomotor Movements	
	(1) Walk-run-walk-run	
	(2) Step-hop-step-hop	
	(3) Skip-gallop-slide (repeat)	
	(4) Walk-run -leap (repeat)	
	(5) Walk-hop-leap-run (repeat)	
	c. Non-locomotor movements	
	(1) Shake	Use imitative actions for interest.
	(2) Push	
	(3) Pull	
	(4) Kneel	
	(5) Swing	
	(6) Sway	
	(7) Turn	
	(8) Twist	
	(9) Bend	
	(10) Stretch	

Grade Stress	Rhythms and Dance	Comments
	d. Combinations of non-locomotor movements	
	(1) Push-pull	Combine with locomotor movements.
	(2) Swing-sway	
	(3) Turn-bend	
	(4) Stretch-bend	
	(5) Stretch-twist-bend	
	e. Directional Movements	
	(1) Forward	
	(2) Backward	
	(3) Sideward	
	(4) Right	
	(5) Left	
	(6) Upward	
	(7) Downward	
	(8) Around	
	f. Combinations of Directional Movements	
	(1) Forward-backward	
	(2) Upward-downward	
	(3) Right-left	
	(4) Forward or backward-sideward	
	g. Singing games	
	(1) "London's Bridge"	
	(2) "Go Round and Round the Village"	
	(3) "Did You Ever See a Lassie?"	
	(4) "Here We Go Round the Mulberry Bush"	
	(5) "Looby Loo"	
	(6) Sing and Do, (My Little Dog, Ten Little Indians, Circus Parade)	

Grade Stress	Rhythms and Dance	Comments
	h. Creative Rhythms (1) Story Play (a) Dance a Story Series (Magic Mountain, Balloons, Little Duck, Noah's Ark) (b) Burns and Wheeler, Creative Rhythms (Visits to the Farm, Zoo, Park, etc.) (2) Imitative Rhythms (3) Free Rhythms	

D. Novelty Dances

1. Warm-up or Ending Activities

   a. Endurance - Coordination Run
   Example "Music to Watch Girls By" or "Cotton Candy"

   b. Rhythmical "Follow-the-Leader"
   Example "Bingo"

   c. Musical Exercises
   "And the Beat Goes On" Folkcraft Album 20 and 21

   d. Fitness or Exercise Records
   "Chicken Fat"

   e. Marching

2. Novelty Dances

   a. "Hokey Pokey"

   b. "Bunny Hop"

   c. "Mexican Hat Twist"

   d. "Arches" - Honor Your Partner - Album #7 or "Pop Goes the Weasel"

   e. Bullfight to "The Lonely Bull" Tijuana Brass

   f. Make a game out of a record. For example statues can be done to "7 Jumps."

   g. "Limbo" Record: "Limbo", Chubby Checkers

3. Simple steps that can be learned through ball bouncing and catching

   a. The Tango* - Recording: Ruth Evans Childhood Rhythms Series II
   Listen to music; clap to rhythm.
   Bounce catch, bounce catch, etc.
   Bounce, bounce, bounce, catch (One hand to bounce).
   Bounce catch, bounce catch, bounce, bounce, bounce, catch.
   Walk to music (discuss that when the foot touches the floor, that was the same as when the ball bounced on the floor).

   Use ball as drum and beat rhythm.
   Do bounce catch progressions as above.
   Walk to music as above. In place of the word step; use (slow, slow) (quick-quick-quick-pause).
   (b-c b-c) (b - b - b c)

b. The Cha-Cha* - Recording: "Arthur Murray's Music for Dancing," RCA Victor LPM 2155
Same as above as related to progressions
Walk forward to music-slow, quick-quick-quick pause (a) Then walk slow and do quick-quick-quick pause by steps in place. (1) Then walk backwards-slow slow, quick-quick-quick pause. (b) Then backwards again-slow slow, and do quick-quick-quick pause by steps in place. (2) Combine (1) and (2) only for basic cha-cha step.
Note: (a) and (b) are just a leadup to the basic step (1) and (2).

c. The Two Step* - Recording: Any fox trot for a slow two step
Left hand-bounce, bounce, bounce, catch.
Right hand-bounce, bounce, bounce, catch.
Beat rhythm on ball-use words, step-close-step pause. Do step-close-step pause in place moving to the left side first, then the right side for complete step
Then progress doing it forward, then backward

* Excerpts from material prepared by:
Dr. Frank Langsner
Professor of Physical Education
Morgan State College
Baltimore, Maryland

4. Alley Cat Dance - Music: Alley Cat, Atco Record Co.; Bent Fabric and his piano
Formation: Children in lines, spaced as they would be for exercises. All face same direction. For our purposes at this time, have all begin by facing North.
First 8 measures of music. (All facing North)

a. Right foot. OUT AND IN — Right foot is extended to side and brought
" " OUT AND IN — back to starting position 2 times.

b. Right foot BACK AND UP — Right foot extended to rear (straight back) and brought back to starting position, 2 times

c. Repeat all of A & B above, using left foot

d. Use Right Knee

e. RIGHT KNEE — Right knee is bent and brought up and
RIGHT KNEE — diagonally across left knee, 2 times.

f. Use left knee

g. LEFT KNEE — Left knee is bent and brought up and
LEFT KNEE — diagonally across right knee, 2 times.

Repeat above using right knee once ONLY and left knee ONCE only, or say:

h. RIGHT KNEE
LEFT KNEE

i. Clap hands once

j. Jump and Turn - ¼ of a turn to right so you are now facing East; i. e., then jump and turn simultaneously and clap.

k. Repeat dance facing South, West and North.

l. Snap fingers when foot is extended to side and to the back and clap hands each time foot is brought back to starting position.

5. Pom Pom Dance - Recordings: "Honky Tonk" or "Alley Cat"

a. Steps
Tap - tap - step - cross - step (to the right first and do it 4 times)

Kick right - kick left - tap, tap, tap (do 4 times)

Slide right 2 steps then knees front, back, front (do 4 times)

Tap - tap - step ½ turn, ½ turn (do 4 times)

Tap - tap - front line moves backward 3 steps and back line moves front 3 steps

b. Arms and Pom-poms
Circle right arm, circle left arm - wave right - left - right

Raise up - down and back - shoulder high in front circle 3 times

Shoulder high - arm forward raise - snap pom-poms 3 times

Arms side raise - hold - and lower

Circle right, circle left - swing front, back, front

6. Fun Folk Dances

a. "Bingo" - Line of five people follow the leader

b. "Pop Goes the Weasel" - Square dance formation

c. "Seven Jumps"

d. "La Raspa"

e. "Virginia Reel"

f. "Irish Lilt"

g. "Ten Pretty Girls"

h. "Teton Mountain Stamp" - Windsor Records

i. "Bumps-a-Daisy" - Carson Robinson, Square Dance Album, Columbia Records

j. "Patch Dance" (Israel)
Dance: Wedding dance. A circle mixer

Music: Patch Tanz - - - Folkraft #1118

Formation: Circle of partners, girl on boys right, all facing center. Hands joined, elbows bent, hands held shoulder high

Step: Strut step. (Count 1 and 2 and.) (Step on count, bend knee on word and)

Phrase One: Circle right with eight steps
Circle left with eight steps

Phrase Two: Two steps forward toward center and clap own hands three times in 1 and 2 rhythm
Two steps backward to place, face partner and stamp heel three times. Repeat all of Phrase Two.

Phrase Three: (Partners stand with right hips touching, both hands joined at shoulder height, right arm across partner's chest, left elbow bent
Circle clockwise with partner eight steps.
Change to opposite side, left hips touching.
Circle counter clockwise four steps. Boy stands and passes girl under boys left and to boys left side.
New partner is now on boy's right. Repeat entire dance.

k. "Sleights Sword Dance" (England)

Dance: For men in four parts

Music: "The Girl I Left Behind Me" - - - Folkraft #1313

Formation: Circle of six, facing clockwise, boys numbered 1 to 6, swords held in right hand, point down on the floor

Step: Sliding shuffle -- (2) side step

The Clash: Raise swords in center so that all touch--twist right wrist so swords clash together each time left foot touches floor. (8 clashes in 16 steps) shuffle step for - 16 counts

Shoulders and Elbows - From clash, lower swords to right shoulder point to the rear. Grasp point of sword of dancer in front with left hand, back of hand on top of sword. Continue shuffle step for - 16 counts
(2) Lift hilt from right shoulder overhead and lower on left shoulder--retain grasp on sword continue shuffle step for - 16 counts

(3) Lower sword from left shoulder to outside of left elbow--retain grasp on sword. Continue shuffle step for - 14 counts, on count 15 and 16--raise right arms high overhead - make ¼ turn right - face center - lower swords to hip level - retain grasp in "hiltpoint" position. (Hilt of own sword in right hand, neighbor's point in left hand)

Over Neighbor's Sword: (All dancers stand) Hilt-point position. All facing in.

(1) #1 and 6 lift sword overhead - #1 and 2 lower sword. #1 turning left, step over lowered sword with left foot followed by right, completing turn.

(2) #1 and 2 raise sword - #2 and 3 lower, #2 step over.

(3) #2 and 3 raise sword - #3 and 4 lower, #3 step over.

No definite time for step but with practice may be performed in eight measures of music. If other groups do not finish at same time, have circle side step to beginning of next phrase of music.

Right Over Left Lock: (Dancers side left) All face center in hilt-point position. All cross right hand over left--pass own hilt to dancer on left--take hilt being passed from person on the right--press that hilt under point held in left hand--spread point and hilt evenly to form a hexagonal design - 16 counts.

Circle With Lock Overhead: (All face left-shuffle step clockwise.)
#1 hold lock overhead with one hilt or with two hands on one hilt, arms straight, #2 to 6 follow in circle for - 16 counts

Rose and Draw: (All continue moving left)
#1 lowers lock to center of circle--all grasp hilt nearest right hand. (Be sure to have hilt.)
14 counts. On count 15 all lift lock from hip level to shoulder level. On count 16 lower lock and at same time draw sword from lock, down and across body and up in center to repeat clash.

PART TWO

Repeat Clash

Repeat Shoulders and Elbows

Double Over:

(1) #1 and 6 and #2 and 3 raise swords. #1 and 2 lower sword. #1 and 2 both step over lowered

sword, #1 left and right, #2 with right then left. Both end facing in

(2) #1 and 2 and #3 and 4 raise, #2 and 3 lower. #2 and 3 step over together. #2 left then right, #3 right then left

(3) Continue until #3 and 4, #4 and 5, #5 and 6, #6 and 1 step over

Again no definite time, but with practice can be performed in 16 counts. If needed, side step so that all can start next part at beginning of next phase of music.

Repeat Lock

Repeat Circle With Lock (Nip-It Lock) more difficult.

Repeat Rose and Draw

Part 3 and Part 4 become increasingly difficult. For sixth grade boys, suggest dance consist of part 1, part 2, and repeat part 1. For exit, after Rose and Draw in repeat of part 1, repeat Lock and Circle With Lock then all follow #1 off dance floor.

Excerpt From--
Folk Dances of the British Isles
Duggan, Schlottmann and Rutledge

1. "Bamboo Pole Dance" - Recording "Tinikling" - Michael Herman's Special Folk Dance Album

Suggested Progression in Teaching:

Teach the stick pattern with hands and then poles:

Beat 1 - strike floor or boards (1 ft. apart)

Beat 2 - strike floor or boards (1 ft. apart)

Beat 3 - strike poles together

Teach the basic steps.

Tinikling step

Left -- Hop once on left foot outside poles followed by two hops inside poles on same spot first by right foot and then by left (LRL -- 3 beats).

Right - Same as left except with opposite feet (RLR --3 beats)

Bamboo Hop

Left -- Same as the Tinikling Step except the two hops inside the poles are done on the same foot (LRR --3 beats)

Right - Same as the Tinikling Step except the two hops inside the poles are done on same foot (RLL --3 beats)

Helpful Hints:

Put stick and feet together

- ..use golf tubes - no danger of breaking up the sticks until they learn how
- ..in groups of 3 - more practice
- ..try to music - pick out better kids to try on the regular poles.
- ..let them work in small groups creating their own stick and foot patterns.

m. Parachute Dance

(1) "Circassian Circle" - Folkraft F1115-13

Formation: Single circle of couples facing the center, girl th partner's right. All hands on parachute.

Measures:

1 - 8 Lift parachute forward and back. All walk 8 steps forward to center and 8 steps backward to place.

1 - 8 Lift parachute, girls to center and then come back. Girls release parachute and walk 7 steps to center and curtsey and then walk 8 steps backward to place.

1 - 8 Hold parachute with left hand and walk 16 steps counterclockwise.

1 - 8 Change to right hand and walk 16 steps clockwise.

Repeat dance as above, except boys to the center with 8 steps, turn right about and step to next girl.

(2) "La Raspa"

Formation: Single circle of couples facing center, girl on partner's right

Part I

Flap parachute 3 times, then spring on left foot and send right foot forward, heel down toe up. Spring on right foot and send left foot forward, heel down toe up. Spring on left foot and send right foot forward, heel down toe up

Part II

Repeat above except spring on right foot. Do I and II twice.

Part III

Hold on to parachute with left hand and skip 16 skipping steps counterclockwise. Change hands and hold with right hand and skip 16 skipping steps clockwise.

Repeat dance.

Do part III with a slide step.

Repeat dance.

Do part III with a polka step.

Repeat dance,

Do part III with a gallop.

(3) "Green Sleeves"

Formation: Single circle of couples facing counterclockwise holding on to parachute with left hand

Measures:

Part I

1 - 8 All walk briskly counterclockwise 16 steps holding parachute with left hand.

9 - 16 Change and walk clockwise 16 steps holding parachute with right hand.

Part II

17 - 24 Boys stop and grasp parachute with both hands and mushroom the chute as the girls continue walking clockwise weaving in and out around boys to a new position. (16 walking steps and stop on the left of the fourth boy)

Repeat dance as above, except that girls mushroom the parachute and the boys weave in and out in a new position.

The above parachute dances were developed by:
Dr. Frank Langsner, Professor of Physical Education
Morgan State College, Baltimore, Maryland

E. Fundamentals of Dance

1. Basic Dance Steps

The following dance steps are basic to many of the folk dances taught in physical education; however, it is not necessary to teach the formal step in order to perform the dance. Many dances can be modified to meet the ability of the teacher and students.

a. Polka step (2/4 tempo)

(1) Count 1: Hop on right foot.

(2) Count 2: Step forward on left foot, close right to left, step left

b. Bleking (2/4 tempo)

(1) Count 1: Bleking is a hop step in which the free foot is extended forward with the heel touching the floor.

(2) Count 2: Change quickly, bringing the forward foot back for the hop and extending the opposite foot forward.

c. Two-step (2/4 tempo)

(1) Step 1: Step left - close right - step left.

(2) Step 2: Step right - close left - step right.

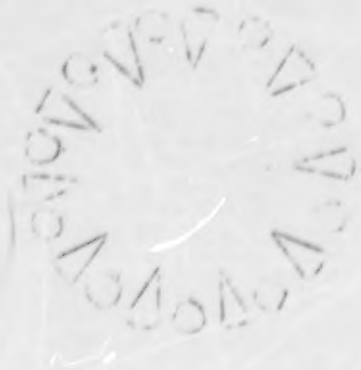
d. Schottische (4/4 tempo)

(1) Step 1: Step L, R, L - hop L

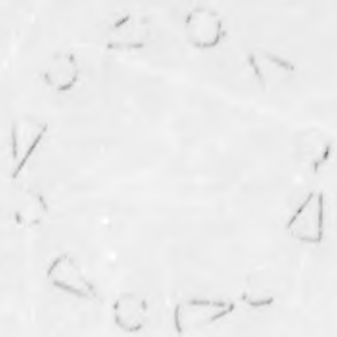
(2) Step 2: Step R, L, R - hop R

2. Dance Formations

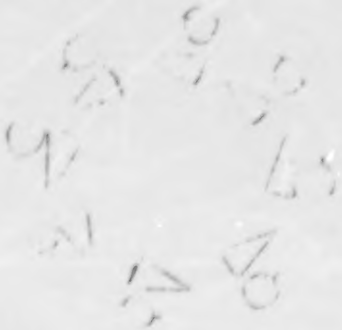
a. Single circle, facing in



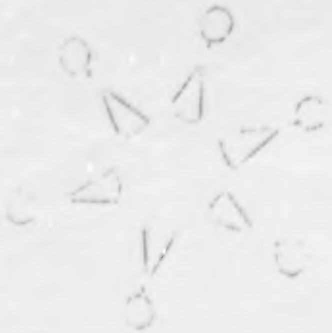
b. Single circle, partners facing



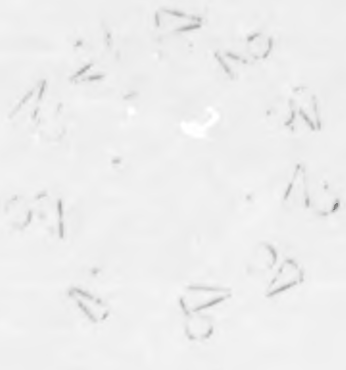
c. Double circle, couples facing counterclockwise



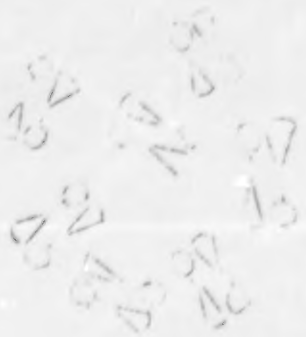
d. Double circle, partners facing



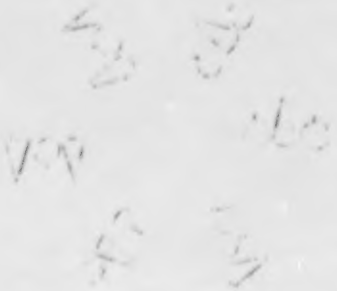
e. Double circle, couples facing



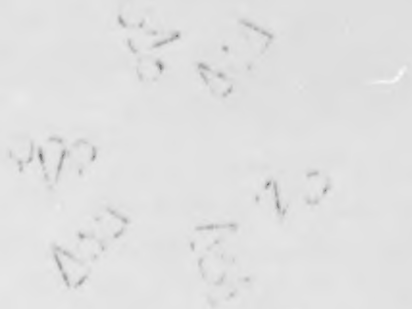
f. 2 couple sets, scattered



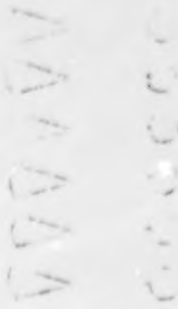
g. Groups of 3



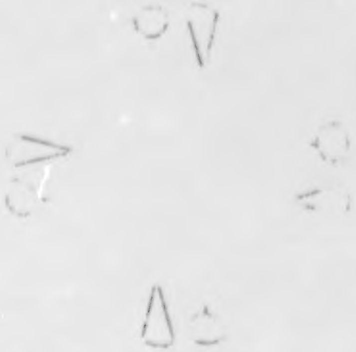
h. Groups of 3 facing



i. Longways formation



j. Quadrille or square formation



F. Folk Dances in Approximate order of Difficulty

	Country	Descriptive Comment
"How Do You Do, My Partner"	Sweden	Partners or single circle skip
"Round and Round the Village"	England	Circle walk, skip
"I See You"	Sweden	Partners skip
"Bridge of Avigon"	France	Circle, skip
"Jump Jim Jo"	U.S.	Circle jump sidestep, run
"Gay Musician"	France	Circle walk skip
"Polly Wolly Doodle"	U.S.	Circle slide, walk
"The Wheat"	Czech.	Walk skip
"Hi Little Lassie"	Sweden	Stamp, slide
"Little Dutch Girl"	Holland	Walk

	Country	Descriptive Comment
"Nixie Polka"	Sweden	Circle, heel and toe-
"Bow Bow Belinda"	U.S.	Circle, walking
"Danish Dance of Greeting"	Denmark	Circle, Run, Stamp
"Children's Polka"	Germany	Couple Stepdraw, stamp
"Good Night Ladies"	U.S.	Double Circle, Skip
"Turn Around Me"	Czech.	Circle or line Run-Walk
"Shoemaker's Dance"	Denmark	Skip or forward polka
"Martin Wepper"	Finland	Double circle schottische
"Hansel and Gretel"	Germany	Circle partners Slide, walk
"Indian Dance"	U.S.	Walk, run
"Green Sleeves"	England	Walk
"Clappians"	Sweden	Circle or line polka
"Ten Pretty Girls"	U.S.	Group or couple Walk grapevine
"Seven Jumps"	Denmark	Step hop or skip
"Bingo"	Scot. Am.	Circle walk, skip
"Come Let Us Be Joyful"	Germany	Walk - Skip
"Hop Morr Anneka"	Sweden	Walk skip polka step
"Carrousel"	Sweden	Partners slide
"Crested Hen"	Denmark	Trio Step - hop
"Paw Paw Patch"	U.S.	Columns, skip walk
"Bleking"	Sweden	Circle Bleking Step, Step,hop
"Little Man in A Fix"	Denmark	Waltz run
"Pop Goes the Weasel"	U.S.	Progressive couple Skip or Slide, walk
"La Raspa"	Mexico	Bleking Skip Run
"Donkey Dance"	Mexico	line grapevine
"Tantoli"	Sweden	Circle - step-hop, Schottische, step-draw

	Country	Descriptive Comment
"Oh Susanna"	U.S.	Circle Walk-skip
"Chestnut Tree"	England	Circle schottische step
"Gustaf's Skoal"	Sweden	Quadrille. walk skip
"Ace of Diamonds"	Denmark	Couple step-hop-polka
"Cshebogar"	Hungary	Slide, skip, step, circle draw
"Klumpakajis"	Lithuania	Walk-polka
"Glow Worm"	U.S.	Walk
"Noriu Miego"	Lithuania	Bleking step, walk
"Virginia Reel"	U.S.	Contra walk or skip
"Norwegian Mt. March"	Norway	Circle, step hop
"Hora"	Israel	Grapevine Step cross step swing
"Csardas"	Hungary	Circle, walking, slide
"Tarantella"	Italy	2 couples in a set - step-hop, skip
"Cherkassiya"	Israel	Circle grapevine, step hop
"Sisken"	Denmark	Circle walk-waltz
"Irish Lilt" (Washerwoman)	Ireland	Square sets of 4 Walk - Skip
"Minuet"	France	Minuet step, balance
"Schottische"	Denmark	Two-step walk
"Seven Steps"	Germany	Walk schottische step -
"Chimes of Dunkirk"	French-Belgian	Circle, Run
"Circassian Circle"	American	Circle walk-swing

Grade Stress	Rhythms and Dance	Comments
	G. Square Dance	
B4-6	1. Basic square dance calls and terms	
	a. Set	Keep set small.
	b. Numbering of stations and couples	
	c. Head couple, Head Lady, Head Gent	
	d. Side couple, Side Lady, Side Gent	
	e. Corner Lady	
	f. Home Couple	
	g. Visiting Couple	
	h. Casting off	
	i. Honor, bow, etc.	Don't anticipate the call, Don't talk or sing while a caller is calling.
	j. Balance and swing	
	k. Promenade	
	l. Swing	
	m. Do-Si-Do	
	n. To the center and back	
	o. Allemande left	
	p. Grand right and left	
	q. Right and left through	
	r. Ladies chain	
	2. Honor Your Partner - Square Dances (These are presented in order of difficulty)	

Album I	Album II
Oh Susanna	Yankee Doodle
Head and Sides	Sweet Alice
Honolulu Baby	Duck for the Oyster
Do-Si-Do and Swing	Ladies Chain
Around the Outside	Darling Nellie Gray
Two Head Ladies	Push Her Away

Album III

Loch Lomond

Ladies Grand Chain

Texas Star

Left Hand Ladies Pass Under

My Little Girl

The Basket

Album IV

Patty Cake Polka Mixer

Rochester Schottische

Tandem Rochester Schottische

Five Foot Two Mixer

Narcissus

Paul Jones Mixer

"Learn While Dancing" series on Modern Square Dance,

(calls and choreography by Tom Evaul)

Rock Island Ride

A Spoonful of Sugar

Majo

Big Daddy

Hoe Boogie

King of the Road

Wheels

Hey, Look Me Over

Git Down No. 1

Kingston Town

SELF-TESTING

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Self-Testing

Self-Testing Stunts

According to O'Keefe and Aldrich, "play activities of a self-testing nature appeal to a small child because they give him a chance to test himself and to show his companions what he can do." It is a joyful, satisfying experience. Physically, self-testing stunts help develop strength, flexibility, agility, endurance, and balance.

Grade Stress	Curriculum Content	Comments
	A. Without mats	
BK-1	1. Baby crawl (hands and knees)	No sharp objects in pockets
	2. Puppy dog (hands and feet)	
	3. Lame dog (two hands, one foot)	
	4. Log roll (pencil roll)	Keep body straight & long.
	5. Egg roll (tuck, roll sideward)	
	6. Elephant walk (stiff legs)	
	7. Seal walk (drag legs)	Reduce friction; use smooth surface.
	8. Alligator (all fours, flat)	
	9. Walrus (drag body, pull with elbows or forearms)	
	10. Bunny hop (both hands, then both feet)	
	11. One leg stand	
	12. Twin walk	Match partner by weight.
B2-3	13. Inchworm	Keep hands still when feet move & vice versa.
	14. Frog jump	
	15. Rabbit jump	
	16. Knee slap (jump)	Arch back at height of jump.
	17. Foot slap (jump)	
	18. Heel slap (jump)	
E	19. Kick yourself (jump and kick self with both heels)	Arch back at height of jump.

Grade Stress	Self-Testing	Comments
	20. Jumping jack	
	21. Heel click (jump and click heels, one-two-three)	
	22. Coffee grinder	
	23. Crab walk (feet first, head first, sideward)	Perform on hands & feet.
	24. All four's forward, backward, and sideward	
	25. Wring dishrag	Match partners of equal build.
	26. Chinese getup	Match partners of equal build.
	27. Athletic hand shake	
B4	28. Chicken walk	
	29. Wheelbarrow (hold knees-feet-one foot)	Let wheelbarrow set pace.
	30. High wheelbarrow (front man's feet on pusher's shoulders)	
	31. Side leaning rest (one hand - one foot)	
E	32. Seal slap (push up - clap hands)	
	33. Knee tuck jump	Land on feet.
	34. Side heel click	
	35. Hand kick (arm held shoulder high - kick hand)	
E	36. Double hand kick	Land on feet.
E	37. Jump over own foot (leg extended-foot held by self)	Land on feet.
B5-6	38. Straight leg sit (grasp ankles, touch forehead to knees)	Work for greater flexibility.
	39. Straddle leg sit (grasp ankles, touch chest to floor)	
	40. Straddle leg sit (grasp one ankle, stand by turning held leg over other)	
	41. Jump - straddle toe touch	
E	42. Hitch kick - swing right leg upward followed by left leg kicking in one movement and land on right foot. (Reverse for left footed kicker)	

Grade Stress	Self-Testing	Comments
	43. Long reach (from squat-reach forward as far as possible)	
E	44. One-half lever support from sit	
	45. Wall spring (lean forward, touch wall, push back to stand)	
E	46. Crane twist (bend forward, head touching wall, full twist)	
	47. Wall dips (feet 1-2-3 feet from base of wall)	
	B. With mats	
	Note: use of mats does not infer that the children are now tumbling. Mats are provided for comfort and safety.	
BK-1	1. Log roll	Keep body straight & long.
	2. Egg roll	
	3. Rocking chair (prone, hold feet, rock on stomach)	Keep in a tuck position.
	4. Billykin (tuck, roll onto back and sit up)	
	5. Turn, sit and stand	
	6. Jump one-half twist	Land on feet.
	7. Jump full twist	Land on feet.
	8. V sit	
	9. Front scale (stand one leg, body horizontal)	
	10. Barrel roll (partners, one on top of other, facing, head to feet)	Roll side-ward.
	11. Back to back walk (partners, with elbows hooked)	
	12. Centipede (partners, bottom man, hands and feet. Top man, hands only, feet rest on partner's shoulder)	
	13. Forehead touch sitting (touch forehead with toes)	
	14. Forehead touch standing (stand on one foot)	

Grade Stress	Self-Testing	Comments
B2-3	15. Knee jump (jump to feet from knees)	
	16. Shoulder rest	
	17. Shoulder rest and bicycle	Place palms on small of back.
	18. Roll back to shoulder rest	
	19. Repeat (18) to floor touch (touch floor-both toes-overhead)	
B4	20. Knee walk (hold up feet in back, with hands)	Use mat.
	21. Wrestlers bridge	
E	22. Cricket walk	
	23. From on back to back bend	
	24. Back bend and walk hands to feet	
	25. Back bend - walk feet to hands	
	26. Back bend - walk (feet first-head first)	
	27. Kneeling back bend	
	28. Flank vault (from front rest-swing legs to side to sit)	
	29. Dead man's fall	Turn head as hands touch mat.
B5-6	30. One knee balance	
	31. One knee balance and forward reach and return	
	32. Russian dance (alone and doubles)	
	33. Marine push-ups (push-up, hands and feet leave floor)	
	34. Piggy back ride	Use partners equal build. Use heavier child as base.
E	35. Flying angel (wheelbarrow - no hands)	
E	36. Feet sit (bottom man on his back, top man sit on his feet)	

E	37. Swan lift (bottom man on his back, both hand to hand, top man swan on bottoms feet)	
E	38. Swan balance (same as (37) except drop hand hold)	
	39. Rear elbow lift	Use stronger child as base.
E	C. Free Exercise Self-testing stunts combined with basic movements can evolve into free exercise routines. Consult any good book on gymnastics.	

INDOOR APPARATUS

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Climbing Rope....218

Grade Stress	CURRICULUM CONTENT	Comments
	Indoor Apparatus	
	Mats (tumbling)	
BK-1	1. Egg roll (sideward roll)	Have child tuck head.
	2. Forward roll	
	3. Running forward roll	Use one foot take-off, two foot take-off.
	4. Forward roll down incline (mat covered spring board)	
	5. Forward roll on double layered, mat covered, tube rafts	
	6. Forward roll dismount from wheelbarrow	
	7. Shoulder rest balance (bicycle position)	Have child try for good balance.
	8. "V" sit with flutter kick, with criss-cross kicks	
	9. Combine baby crawl with egg roll.	
	10. Combine puppy dog with egg roll.	
B2-3	11. Forward roll from stand to stand	Have child roll to feet.
	12. Straddle leg forward, roll to feet	
	13. No hands forward roll	
	14. Series of three or more forward rolls	
	15. Continuous forward rolls (stay in tuck, use hands on first roll only)	
	16. Forward roll on rolled up mat - longways	
	17. Forward roll over rolled up mat - crossways	
	18. Backward rolls	Use proper hand placement, land on feet.
	19. Frog head stand	Use triangular base.
	20. Head stand (third grade)	

Grade Stress	Indoor Apparatus	Comments
	21. Cartwheel	
	22. Back roll down incline	
	23. Combination forward-backward rolls	
B4	24. Dive and roll	Use two foot take-off. Have child avoid stepout.
	25. Backward extension roll	
	26. Cartwheel (right - left)	
	27. Combination forward roll and backward roll	
	28. Forward roll to frog stand to head stand, forward roll dismount	
	29. Cartwheel to a forward roll	
	30. Head stand with various leg positions (split, straddle, etc.)	
E	31. Two and three man pyramids	
B5-6	32. Dive over rolled up mat	
	33. Dive over partners	Feet should follow path of head.
	34. Round-off	
	35. Continuous cartwheels	
	36. Round-off to back extension roll	
	37. Assisted handstand	Use one or two helpers.
	38. Momentary handstand - chest roll dismount	
	39. Backward roll to chest roll to feet	
	40. Round-off to back roll to chest roll to feet	
	41. Shoulder spring off rolled up mat	
E	42. Pyramids of various types	
E	43. Partner balancing stunts	Have heavy-weights on bottom.

Grade Stress	Indoor Apparatus	Comments
BK-1	Balance beam	
	1. Walk forward on beam, arms held sideward.	Stress walking not running.
	2. Walk backward on beam, arms held sideward.	
	3. Walk to the middle, with arms held sideward; turn around and walk backward.	
	4. Walk forward to middle of beam, then turn and walk the remaining distance sideward left with weight on ball of feet.	
	5. Walk to center of beam, then turn and continue sideward right.	
	6. Walk forward with left foot always in front of right.	
	7. Walk forward with right foot always in front of left.	
	8. Walk backward with left foot always in front of right.	
	9. Walk backward with right foot always in front of left.	
	10. Walk forward with hands on hips.	
	11. Walk backward with hands on hips.	
	12. Walk forward and pick up a blackboard eraser from middle of beam.	
	13. Walk forward to center, kneel on one knee, rise and continue to end of beam.	Keep in mind that object is balance,
	14. Walk forward with eraser balanced on top of head.	
	15. Walk backward with eraser balanced on top of head.	
B2-3	16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.	
	17. Have partners hold a wand twelve inches above center of beam. Walk forward on beam and step over wand.	

Grade Stress	Indoor Apparatus	Comments
	18. Walk backward and step over wand.	
	19. Have wand held at height of three feet. Walk forward and pass under it.	
	20. Walk backward and pass under wand.	
	21. Walk beam backward with hands clasped behind body.	
	22. Walk beam forward, arms held sideward, palms up, with an eraser on the back of each hand.	
	23 Walk beam forward, arms held sideward, palms up, with an eraser on palm of each hand.	
	24. Walk beam backward, arms held sideward, palms up, with an eraser on back of each hand.	
	25. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand, and one on top of head.	
	26. Walk beam sideward, right, weight on balls of feet.	
	27. Walk beam sideward, left, weight on balls of feet.	
	28. Walk forward to middle of beam, kneel on one knee, straighten right leg forward until heel is on beam and knee is straight. Rise and walk to end of beam.	Encourage use of proper footwear.
	29. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on beam and knee is straight. Rise and walk to end of beam.	
	30. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on beam and knee is straight. Rise and walk to end of beam.	
B4	31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on beam and knee is straight. Rise and walk to end of beam.	
	32. Hop on right foot, the full length of beam.	
	33. Hop on left foot, the full length of beam.	

Grade Stress	Indoor Apparatus	Comments
	34. Hop on right foot, the full length of beam, then turn around and hop back.	
	35. Hop on left foot, full length of beam, then turn around and hop back.	
	36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backward to end of beam.	
	37. Walk to middle of beam left sideward, turn around and walk to end right sideward.	
	38. With arms clasped about body in rear, walk the beam forward.	
	39. With arms clasped about body in rear, walk forward to middle, turn around once, walk backward the remaining distance.	
	40. Place eraser at middle of beam, walk out to it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.	Bean bags can be used too.
	41. Walk the beam backward with an eraser balanced on the back of each hand. At the center, turn around and walk backward to the end of the beam.	
	42. Walk to middle of beam, do a right-side support, rise and then walk to end.	
	43. Walk to middle of beam, do a left-side support, rise and walk to end.	
	44. Place eraser at middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind pupil, rise and continue to end.	
	45. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.	
B5-6	46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to end of beam.	

Grade Stress	Indoor Apparatus	Comments
	47. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over wand.	
	48. Hold wand 15 inches above beam. Balance eraser on head, walk backward stepping over wand.	Provide spotters for exercises involving kneeling.
	49. Hold wand 15 inches above beam. Balance eraser on head, walk sideward right, stepping over wand.	
	50. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over wand.	
	51. Have wand held at height of three feet. Walk forward, hands on hips and pass under it.	
	52. Walk backward, hands on hips and pass under wand.	
	53. Fold a piece of paper at right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with teeth, rise and walk to end of beam.	
	54. Place paper as in #53. Walk out to it, do a right-side support.	
	55. Place paper as in #53. Walk out to it, to a left-side support, pick up paper with teeth and walk to end of beam.	Encourage concentraction and safety.
B5-6	56. Hop to middle of beam on right foot. Turn around on same foot and hop backward to end of beam.	
	57. Hop to middle of beam on left foot. Turn around on same foot and hop backward to end of beam.	
	58. Walk beam forward, eyes closed.	
	59. Walk beam backward, eyes closed.	
	60. Walk beam sideward right, eyes closed.	
	61. Stand on beam, feet side by side, eyes closed and record number of seconds balance is maintained.	

Grade Stress	Indoor Apparatus	Comments
	62. Stand on beam, one foot in advance of the other, eyes closed, and record number of seconds balance is maintained.	
	63. Stand on right foot, eyes closed, and record number of seconds balance is maintained.	
	64. Stand on left foot, eyes closed, and record number of seconds balance is maintained.	
	65. Walk beam sideward left, eyes closed.	
	66. Partners start at opposite ends, walk to middle, pass each other, and continue to end of beam.	
E	Note: If a regulation competitive balance beam is available use exercises suitable to this piece of equipment. Refer to bibliography p.33.	
	Springboard and mats (double thickness)	Keep exercises in progression.

Grade Stress		Approach	Take-Off	Exercise	Comments
					Master one move before going on.
BK-1	1.	Walk	Stand on - one foot	Step off, one foot	
	2.	Walk	Stand - one foot	Jump off	
	3.	Walk	Stand - two feet	Jump off	
	4.	Walk	Walking one foot	Jump	
	5.	Walk	Walking two feet	Jump	
	6.	Walk	Hurdle step, two feet	Jump	
	7.	Walk	Hurdle step, two feet	Jump with turns, ¼, ½	
	8.	Walk	Hurdle step, two feet	Jump with claps & slaps while in air: Clap hands in front Clap hands in back Clap hands, front to back Slap sides Slap knees	Stress two foot take-off.

Grade Stress				3	Comments
		Approach	Take-Off	Exercise	
B2-3	9.	Run	One foot	Run in air	Stress proper take-off.
	10.	Run	One foot	Jump	
	11.	Run	One foot	Jump for height	
	12.	Run	One foot	Jump for distance	
	13.	Run	Two feet	K-1 exercises from #3 through #8	Allow time for students to build up courage.
B4	14.	Run	Two feet	Tuck jump	Stress landing on feet.
	15.	Run	Two feet	Straddle jump	
	16.	Run	Two feet	Stride jump	
	17.	Run	Two feet	Pike jump	Stress working board for optimum height.
	18.	Walk	Kneel-two knees	Forward roll	
	19.	Walk	Stand-two feet	Forward roll	
	20.	Run	Two feet	Kindergarten-first exercise 8, add ½ twists	
	21.	Run	Two feet	Repeat above jumps. Add forward or backward rolls after landing on both feet.	
B5-6	22.	Run	Two feet	Various jumps add twists. Add rolls after landing.	Use spotters to begin.
	23.	Walk	Stand-two feet	Dive and roll	Safety. Use inner tubes under double layer of mats.
	24.	Run	Two feet	Dive and roll	
	25.	Run	Two feet	Jump over rope	
	26.	Run	Two feet	Combine with vaulting box & vaulting box stunts.	

Grade Stress	Indoor Apparatus				Comments
	Vaulting box (use lowest section) (mats)				Let child devise own stunts.
		Approach	Take-Off-Mount	Exercise - Dismount	
BK-1	1.	Walk	Climb up, sit on	Slide off, land on feet	Use double thickness of mats for safety.
	2.	Walk	Climb up, stand on	Jump off, land on feet	
	3.	Walk	Climb up, stand on	Jump off, ¼ turn, R & L	
	4.	Walk	Climb up, stand on	Jump off, ½ turn	
	5.	Run	One foot, jump on	Jump off	
	6.	Run	One foot, jump on	Jump off, ¼ turn	
	7.	Run	One foot, jump on	Jump off, ½ turn	
	8.	Run	One foot, jump on	Jump off, slap knees in air	
B2-3	9.	Run	One foot - jump on	Straddle jump	Stress as much height as possible.
	10.	Run	One foot - jump on	Tuck jump	
	11.	Run	Two feet - hands on	Front vault, L & R	
	12.	Run	Two feet - hands on	Flank vault, L & R	
	13.	Run	Two feet - hands on	Kneel on, knee jump off	Stress landing on feet.
	14.	Run	Two feet - hands on	Wolf vault, L & R	
B4	15.	All approaches running	Repeat all previous mounts on high box	Repeat previous exercises on high box. Use forward roll on landing mat for body control. Be sure pupil lands on feet before starting roll.	Use wall charts as learning aid.
	16.	Run	Two feet-hands	Straddle vault	
	17.	Run	Two feet-hands on	Squat vault	Have child land standing.
E	Note: Teach use of springboard or mini-trampoline and add to use with high vaulting box.				

Grade Stress	Indoor Apparatus				Comments
		Approach	Take-Off-Mount	Exercise - Dismount	
B5-6	18.	All approaches running	All take-offs-two ft. exception listed below	All exercises done with springboard or mini-tramp	
	19.		Two feet	Jump on top of box	
	20.		Two feet	Jump on top of box, land and forward roll	Stress landing on feet before starting roll.
	21.		Two feet	Jump over box	
	22.		One foot	Thief vault	
	23.		Two feet-hands on	Rear vault-left & right	
	24.		Two feet-hands on	Long box-forward roll on top	
E	25.		Two feet-hands on	Long box-straddle	
	26.		Two feet-hands on	High box-squat vault	
E	27.		Two feet-hands on	High box-forward roll over	
E	28.		Two feet-hands on	Shoulder - spring	Put mat on top of box.

Grade Stress	Rings	Comments
BK-1	1. Chin on the rings	Emphasize proper grip.
	a. sitting position	
	b. Standing position	
	2. Chinning	
	Child starts exercise from extended chinning position. Flexing arms, child brings body up until rings are level with and close to chest.	
	3. Inverted hang - legs spread	
	4. Inverted hand - legs together	Emphasize keeping body straight.
	5. Hang - two hands, one knee in ring	

6. Hang - both knees

7. Hang - both knees, climb up to sit in rings

8. Skin the cat (backward only, release ring when feet touch floor)

B2-3 9. Skin the cat

Use spotters.

From hanging position, pupil pulls with his arms and at same time swings his body and legs upward, pulling knees toward his chest. Legs are kept inside arms. Pupil can chin first, if desired, to help raise legs. Legs make complete circle through arms and pupil hangs with feet down as far as possible. He can then reverse exercise, or drop to mat. During exercise, feet should be kept together and head up.

10. Skin the cat to stand - dislocate

11. Inlocate to put skin on cat

Use inner tubes under mats for safety.

B2-3 12. Monkey hang

After pupil has skinned the cat, he can assume the monkey hang position by suspending from one hand. He should reach as far down as possible before releasing one of his hands. Gripping ring tightly, pupil continues to hang from one ring and makes a full circle by twisting body before regrasping ring. Arms should be alternated and direction of circle changed.

B2-3 13. Bird's nest

From hanging position, pupil pulls with his arms and at the same time raises his legs, drawing the knees toward his chest and hooking his toes through the rings. Legs are on the inside of the arms with the knees as near to chest as possible. He then arches body forward and back, and brings his head up so he is facing floor. He can then return to starting position by reversing operation, or he can releasehis toes, touch mat, and then reverse.

14. Bird's nest-one foot-two hands

From the bird's nest position, pupil can assume the one foot hang, by releasing one foot and extending the leg.

Grade Stress	Indoor Apparatus	Comments
	15. Bird's nest-one foot-one arm, opposite sides (left foot-right arm)	Try overhead projector with overlays to show stunts.
	16. Sit in rings - straps behind arms-grasp rings-forward roll dismount to hang.	
B4	17. Inverted hang - inverted one-half lever - back circle to hang or stand - dislocate - dismount	
	18. Inlocate - pull to inverted one-half lever - forward circle to hang with one-half lever - pull up to straight leg hang - dismount	
	19. Back circle - dislocate - inlocate - forward circle	
	20. (Series of bird nests) bird nest to one foot bird nest to one arm, one foot bird nest - one-half roll under and regrasp with free hand - dismount	
B5-6	21. Single leg cut-off - forward	Emphasize hold tight!!
	From hanging position, pupil pulls up with his arms, at the same time swinging legs and body upward with knees close to chest. Both legs are then straightened upward, and right leg is lowered toward crook in right arm. Pupil should keep his eyes on rings. As right leg comes downward to arm, right hand should be released while weight is shifted to left hand holding ring. After leg passes through, ring should be regrasped with right hand. Repeat with left leg.	
E	22. Single leg cut-off and catch	Use spotters throughout.
E	23. Double leg cut-off and catch - both legs cut off one arm	
E	24. Single arm cut-off - backward (straddle one arm)	
E5-6	25. Back circle dismount	
	Start as skin the cat. Tuck position--as body passes between rings release grip and land on feet.	

Grade Stress	Indoor Apperatus	Comments
	26. Straddle dismount backward Start back circle, straddle both arms. Just before legs touch arms release grip and continue back somersault to feet.	
	27. Straddle dismount forward Proceed as in single leg cut-off, except spread legs and cut-off both arms.	
	28. Jump to straight arm support One-half lever. Hold one-half lever and slowly lower to straight arm hang.	
	29. Jump to straight arm support - forward roll to hang.	
	Trapeze	
BK-1	1. Chinning - regular, reversed, mixed grip	Use proper grip.
	2. Hang - two hands, one knee	
	3. False one knee hang - clamp holding leg with free leg, hold with two hands	Keep hands dry.
	4. Low bar - hand over bar, arms and legs free	
	5. Low bar - roll over bar, hand grip	
	6. Hang - both knees, no hands, regrasp	
E	7. Sit-up from two knee hang	
B2-3	8. Skin the cat	Use adequate number of mats.
	9. From two knee hang skin the cat dismount	
	10. From sit on trapeze, skin the cat dismount	Don't crowd performer
	11. Bird's nests (variations)	
	12. (Low Bar) jump to support - forward roll dismount	
B4	13. Back circle to rest, forward roll dismount	
	14. Inverted hang	

Grade Stress	Indoor Apparatus	Comments
B5-6	15. Hang one-half lever	Use spotters.
	16. Back circle to inverted hang with one-half lever	
	Parallel bars	
BK-1	1. Hang - at end and middle for five counts, add swing	Cover base with mats.
	2. Hang - hands and heels, at end and middle, add swing	
	3. Hang - hands and knees, under middle of bars, add swing	
	4. Repeat #2, walk head first, walk feet first.	
	5. Repeat #3, walk sideways.	
	6. Hang - under one bar, hands and knees, walk forward and back	Use spotters throughout.
	7. Hang - hands only, both bars, travel	Spotters keep arms under bars.
	8. Hang - hands only, side bar, travel	
B2-3	9. Jump, support on side bar, walk.	
	10. Jump, support on side bar, roll over from outside-in.	
	11. Inverted hang, at end and middle, legs spread	
	12. Inverted hang, at end and middle, legs together	
	13. Skin the cat, at end and middle, facing out and in	Stress keep hands dry.
	14. Skin the cat, at end and middle, return	
	15. Skin the cat, on side bar, facing out and in	
	16. Birds nest, middle of bars, longways	
	17. Birds nest, hands on one bar, toes on other, across bars	

Grade Stress	Indoor Apperatus	Comments
	18. Birds nest, hands and toes on one bar	
B4	19. Inverted hang - half lever	
	20. Hang - half lever	
	21. Hang - half lever to birds nest	
	22. Jump - cross arm support	Develop proper routines.
	23. Jump - cross arm support - swing	
	24. Upper arm hang - swing	
B5-6	25. Jump - to side riding seat - ¼ turn to support on side bar - rear dismount	Try film loop at station to aid learning.
	26. Jump - to side riding seat - swing legs to seat on opposite bar - same dismount	
	27. Jump - cross arm support	Use children's ideas.
	a. Dips	
	b. Swinging dips	
E	28. Cross mount - travel - front dismount	
E	29. Cross arm support at end. Rear vault dismount, right and left	Use spotters.
E	30. Jump cross arm support in middle. Front vault dismount, right and left	
E5-6	31. Jump, cross arm support in middle. Rear vault dismount, right and left	
	32. Mount to side seat, one-quarter turn to rest across both bars, single leg circles, each leg right and left circles, side vault dismount over far bar	
	33. Reverse grip, arm support mount on side bar. Cross chest balance across both bars. Half lever to drop catch on far bar, dismount	

Grade Stress	Indoor Apperatus	Comments
	Horizontal Ladder Exercises	
	Mounts	
	1. Simple Climb Mount - Climb from outside ladder, reach for first rung.	Use proper grip.
	2. Inside Mount - Climb from inside ladder by holding onto vertical rails and climb with heels.	Teach safety dismount first.
	3. Side Mount - Climb outside vertical rail by placing feet on either side of rail on rungs. Hold onto vertical side rail with hands.	
	4. Jump Mount - Jump to rungs or side rail by spring.	
	Dismounts	
	1. Climb Dismount - Hanging from horizontal	Observe safety rules.
	2. Side Climb Dismount - Hanging from side rail reach into rungs on side vertical rails with feet, release grasp one hand at a time and reach for side vertical rail.	
	3. Drop Dismount - Look toward the ground, bend knees, let loose with both hands at same time and drop, landing lightly on the balls of feet.	
	Traveling	
BK-1	1. Traveling on the horizontal ladder may be done with one of three hand grips. a. overhand grip b. underhand grip (monkey grip) c. alternate	Use inner tubes under mats for safety.
	2. Gallop Travel - One hand always leads the other.	
B2-3	3. Hand Over Hand Travel - Down middle rungs	

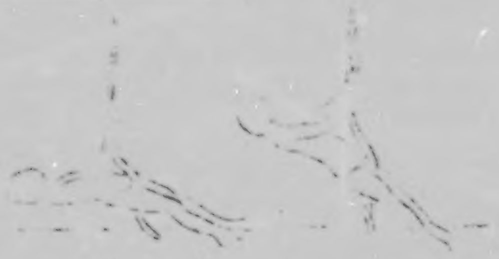
Grade Stress	Indoor Apparatus	Comments
	4. Hand Over Hand Travel - Skipping one rung each time	
	5. Hand Slide on Side Rail - Both hands slide down side rail	
	6. Hand Travel Side Rail - Walk sideward on side rail.	
	7. Crossover Hand Travel Side Rail - Walk sideways on side rail with hands crossing over each other.	
B4	8. Rung-Side Rail Travel - One hand on side rail other travels on the rungs	
	9. Hand over Hand on Both Side Rails	
	10. Double Jumping on Both Rails - Hand jumps on side rail.	Have all children travel in same direction.
B5-6	11. Two Hand Jumps on Rungs - Pull up into bent arm hang, jump simultaneously to next rung with both hands.	
	12. Hand Over Hand, Legs in Half Lever - This may be done with many traveling stunts.	
E	13. Variations - Many traveling exercises may be done by traveling backwards.	No "horse play"
	Stunts	
BK-1	1. Free-hang chin	Use inner tubes under double thickness of mats.
	2. Modified pull-ups	
B2-3	3. Hanging thigh and leg flex	
	4. Hang bring feet up and touch bar	
B4	5. Double leg hang (knee)	
	6. Single leg hang (knee)	
	7. Bird's nest	
B5-6	8. Bird's nest one foot	
	9. Skin the cat	
	10. Monkey hang	
	11. Inverted hang	

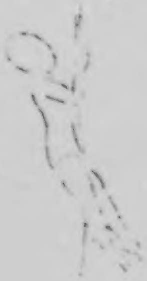
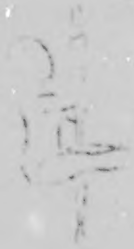
Climbing Rope

Introduction

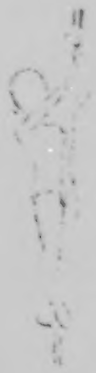
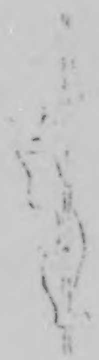
Climbing ropes are frequently used as regular equipment in a gymnasium. Rope climbing can be used to develop shoulder girdle strength and finger strength. The skills performed on the ropes are of value as developmental exercises, and may be used effectively as part of the gymnastic program .

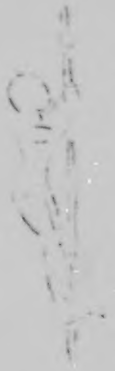
For safety, it is desirable that one pupil perform at a time, with one or more spotters and the other students at a safe distance.

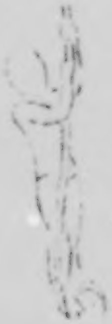
Grade Stress	Indoor Apparatus	Comments
	Developmental Skills Using a Single Climbing Rope	
3K-6	1. Pull-up Supine, rope held in both hands at chest. Keep feet in place and body rigid, pull up to a standing position using a hand-over-hand pulling movement. 	Do not slide down ropes. Save enough strength to climb down.
	2. Stand, grasp rope with both hands at shoulder height, rope pulled as far as possible to rear. Run forward with rope and at end of run spring onto rope, feet resting on the knot at bottom. Swing forward, backward, forward, and dismount by jumping off at end of back swing. To dismount, pull body upward by bending elbows, spring back away from rope. Same dismount may be done at end of forward swing. 	

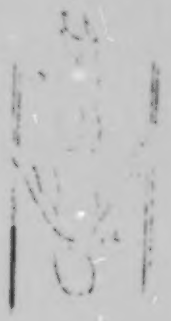
Grade Stress	Indoor Apparatus	Comments
	3. Chinning on the rope Stand, grasp rope high above head. Keep a tight grip, hands on rope, bend elbows pulling body upward, head to hands. Lower to standing position. 	Wall charts aid learning.
BK-6	4. Pike hang Stand on floor, grasp rope with both hands over head. Pull upward with both hands, lift legs directly forward on either side of rope in a good position. 	Pike is half lever.

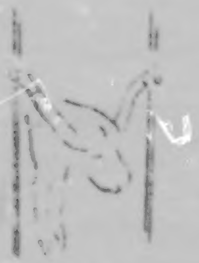
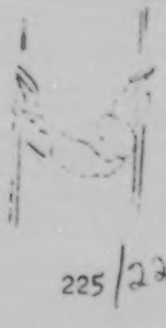
Grade Stress	Indoor Apparatus	Comments
B4-6	5. Inverted hang Stand, grasp rope above head. Hold rope with both hands, swing legs up and over head, placing one foot in front and one in back of rope and locking rope between legs. Hold inverted position for a few seconds, then return to standing. 	Use spotters.
B4-6	6. Climbing with foot and leg lock Stand, reach upward with both hands, grasping rope over head. Pull body upward, swinging right leg around rope so that rope passes across right foot. Left foot steps on rope across instep. Reach upward with hands as the rope is made fast with foot clamp, bring feet up as close to body as possible, and continue movement. 	Use spotters.

Grade Stress	Indoor Apparatus	Comments
	7. Cross-leg climb, or shinny up Stand, reaching upward with both hands and grasp rope over the head. Pull body upward with hands as the legs overlap rope. Rope passes over instep of foot and is clamped to foot by back of ankle of other foot. Continue movement. 	
B4-6	8. Descending with rope between the arches of feet Assume climbing position on rope, ready to descend. Rope remains between arches of feet; legs slightly bent. Lower self with hand-over-hand movement. 	Use spotters throughout.

Grade Stress	Indoor Apparatus	Comments
	9. Descend with cross-leg position Assume climbing position on rope, ready to descend. Legs are crossed, right over left, and rope is gripped between ankles. Descend by bending knees and lowering hands alternately. 	Have child hold bottom of rope to steady for climber.
B5-6	10. Climb with hands only Stand, reach upward with both hands and grasp over head. Body weight must be shifted from side to side, which is done by kicking legs forward with knees slightly bent. Reach upward with right hand, then left, in a hand-over-hand movement. 	

Grade Stress	Indoor Apparatus	Comments
	11. Climbing with stirrup lock Stand, reach upward with both hands and grasp rope over the head. Rope is on right side and is brought under right foot and over left foot, closing feet, clamping tightly on rope. Reach upward with arms, pulling body upward, and again use stirrup position with feet. Continue movement. This may be done with rope on opposite side. 	
E5-6	12. Descend with stirrup hold Assume climbing position on rope, ready to descend. The rope passes down right side, under right foot and over top of left foot. Open and close foot position and lower the hands. 	

Grade Stress	Indoor Apperatus	Comments
K-6	Stunts Using Two Ropes 1. Pike position, or tucked position Stand between two ropes, grasping each rope at shoulder height. Holding onto ropes, lift legs in a tucked position to chest. Lift legs in a pike position. 	Use tug-of-war rope tied to basketball supports or to phys-educator, if desired.
BK-6	2. Inverted hang Stand between ropes, grasp each rope at shoulder height. With a spring from feet, kick up to an inverted position, hold the position for a few seconds and then return to standing. Spotting. There should be two spotters, holding at the shoulders. 	Use spotters throughout.

Grade Stress	Indoor Apparatus	Comments
	3. Skin the cat Stand between ropes, grasping each rope at shoulder height. Kick up into an inverted position and bring feet down over head rearways, and hang. Let go with hands and land on feet. Spotting. There should be two spotters, one on each side holding at shoulders.	Use overhead projector and overlays to aid learning.
	4. Skin the cat and reverse Stand between two ropes, grasp each rope at shoulder height. Kick up with feet into an inverted position, bring feet down rearways until toes touch floor. Puch off with toes, go up to an inverted position, drop feet down forward. 	
BL-6	5. Nest hang Stand between two ropes, grasp each rope at shoulder height. Kick up into an inverted position. Bending ankles, lock feet over rope above head. Still holding onto ropes, arch body as in a cradle position; hold position, either come out forward or skin the cat rearways to floor. Spotting. Two spotters one on each side, supporting shoulders. 	

OUTDOOR APPARATUS

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OUTDOOR APPARATUS

Outdoor Apparatus

All new schools in Baltimore County are being equipped with an outdoor apparatus area containing, as standard, a jungle gym, balance beam, two horizontal ladders of different heights, parallel bars and two sets of horizontal bars arranged in groups of three different heights. The working surface is covered with sand or tanbark and the area enclosed by a two rail metal fence.

Older schools may have variations of this equipment, but they will have a usable area.

Initial Safety Precautions

Safety precautions and rules of procedures should be established for the children at the first class meeting. Specifically, children should be cautioned to wear proper clothing, have no pencils or objects in pockets, or wear dangling jewelry or plastic hair holders. Children should be taught to use each piece of apparatus safely, follow directions for group participation, and cooperate in protecting others by learning "to spot."

At the same, time, the teacher should become "safety conscious" by checking the working area for sticks, stones, glass; filling in potholes, ruts; checking appartatus regularly for broken places, loose bolts, and rough edges.

Grade Stress	Curriculum Content	Comments
	Jungle Gym	
BK-1	1. Safety	
	a. Avoid crowding.	
	b. At least one hand and foot on apparatus at all times	
	c. Proper overhand grasp (thumb around bars)	
	2. Activities	
	a. "Around the town" - circle around "gym" standing on bottom rail. Repeat on each higher rail.	Discourage jumping from jungle gym.
	b. "Up and down the mountain" - climb up one section and down next on outside - use all sections.	
	c. Repeat #a and #b on inside of "gym".	
	d. Climb up outside and down inside.	
	e. Climb up outside, slide down fireman's pole.	
B2-3	f. Sit on rail. Ride a "bike".	

Grade Stress	Outdoor Apparatus	Comments
	g. Two-knee hang on outside	
	h. Two-hand climb to top, no feet or legs	
	Balance Beam	
	Note: Refer to Indoor Apparatus Section for all balance beam progressions, p. 203.	
	Horizontal Ladder	
BK-1	1. Safety Precautions	
	a. Children awaiting their turn should stand a safe distance away.	
	b. Performers should use proper hand grips.	Stress bending knees on landing.
	c. Definite paths for entering and leaving apparatus area should be used.	
	d. Performers should use correct landing.	
	e. The overhand grip is the one used on this apparatus. The thumb must be on the underside to prevent slipping.	
	2. "Up the Ladder and Down"	
	Stand facing end of apparatus; place one hand on each supporting pole; climb up the steps of the ladder, and down to starting position.	
	3. "Up the Ladder and Down the Inside"	
	Climb up the ladder steps, come down the inside of the steps.	
	4. "Up the Ladder" - Around and Down	Limit time for little tender hands.
	Climb up the ladder steps, reach around the supporting pole, come down the inside ladder steps.	
	5. "One Rung Hold"	
	Climb up the ladder, reach and grasp first rung of ladder with one hand, followed by the other, using overhand grip. Hold there for 5 counts. Climb down the ladder steps.	

6. "One Rung Hang" - Drop

Climb up ladder, hold on to the first/second rung, using the overhand grip. Hang for 3 counts and drop by looking at landing place, letting go with both hands at once, and landing lightly on balls of feet; bend knees immediately upon landing to absorb shock

7. "Swing and Drop"

Climb ladder, grasp second rung with one hand, using a mixed grip. Palms are facing each other. Facing side of ladder swing body from side to side. Stop swinging, look at landing place and drop, landing lightly on both feet.

Limit turns. Too many swings cause blisters.

overhand grip
mixed grip

B2-3
B-4
B5-6 8. Refer to Indoor Apparatus Section for additional horizontal ladder progressions p. 216.

Parallel bars

BK-1 1. Safety Precautions

a. One at a time

b. Proper grasp for exercise

2. Activities

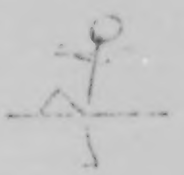
Note: Refer to K-1 Base Program for Indoor Apparatus Section, p. 214.

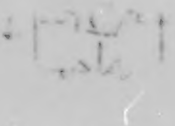
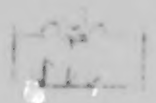
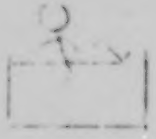
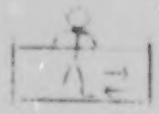
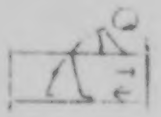
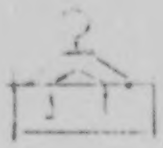
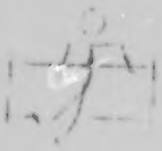
B2-3 3. Refer to Indoor Apparatus Section, p. 214.

B4 4. Refer to Indoor Apparatus Section, p. 215.

B5-6 5. Refer to Indoor Apparatus Section, p. 215.

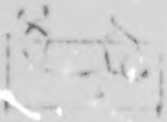
Grade Stress	Outdoor Apparatus	Comments
	Horizontal bars (chinning bars)	
	1. Safety Precautions	
	a. Hang by hands only.	
	b. Dismount on back swing.	
	c. Two at a time to a section	Use proper grip.
	d. Try difficult stunts only under the teacher's direction.	
BK-1	2. Grasping the bar	
	a. Overhand grasp	Teach safe dismount.
	b. Underhand	
	c. Alternate	
B2-3	3. Activities	
	a. Free-hand - use any of above grips	Observe general safety rules.
	b. Chinning - use any of above grips	
	c. Hang - bring feet up and touch bar	
	d. Jump - grasp bar--slide sideward	
	e. Swinging from the bar - may be done from hanging position, but is best taken from chinning position. As soon as chin reaches height of bar, hips are quickly and strongly flexed to bring the feet up in front of the bar; then the legs are shot out forward and upward to swing body forward, with back arched. Dismount on back swing, landing with knees slightly flexed.	
	f. Hang - overhand grasp, hook one leg over, alternate leg, then both legs	
	g. Do same as above letting go with one hand depending on which leg you hook over bar.	
	h. Again do same as f and g adding a small swing.	

Grade Stress	Outdoor Apparatus	Comments
	i. "Skin-the-Cat" advanced -- have them reverse after doing "skin-the-cat."	
	j. Knee hang -- chin up	
B4	k. Chin to back of neck	Use proper grip.
	l. Pull-over -- with slight jump and swing forward	
	m. Leg and hand side swing	
	n. Hand and double knee hang, lower slowly to hang rearways	
	o. Single knee mount and circle	
B5-6	p. Double knee mount and circle (advanced)	
	q. Hip circles	Use spotters.
	r. One arm chin (grasp wrist)	
	s. Back knee dismount	
	t. Toe hang	
	u. Uneven parallel bar exercises (low bar only)	
	v. Trapeze exercise	
	Fence	
	1. Safety Precautions	Observe safety rules.
	a. Use sensible precautions as to grasp and movement of hands and feet.	
	b. One child to one section of fence	
BK-1	2. Activities	
	a. Step Mount	
	Stand facing the bars, place both hands on the top bar. Step up with one foot at a time on the lower bar. Step down, one foot at a time. Repeat 10 times.	

Grade Stress	Outdoor Apparatus	Comments
	b. Sit and Drop Sit down on lower bar and hold on to upper bar. Drop hips low and catch knees on low bar, hold on with hands. Do to counts -- down, up; down, up etc.	
	c. Stand and Dip Stand on lower bar, hang on to upper bar. Dip down, by bending the knees, hold on with hands. Do to counts -- down, up; down, up, etc.	
	d. Ride Fence Mount to the top rail and sit (like riding a horse). Feet may rest on lower bar. Stand up to look around, but hold on with the hands. Dismount using the lower bar as a stirrup.	
	e. Walk Sideward Stand on first bar, both hands on top bar. Walk sideward right, then left.	
	f. Straddle Walk Stand on first bar straddling top bar. Hold top bar. Walk forward, then backward.	
	g. Sit and Jump Sit on top bar facing the sand but not too near any apparatus, or sit facing the grass. Hold on to top bar with one hand on each side. Swing the legs out at the same time pushing off with both hands. Land lightly on both feet by bending knees upon landing.	 

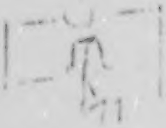
h. Hanging Sloth

Sit on bottom rail, turn and hang feet up on top rail, hold by crossing the ankles. Do the same with arms. Hang for 5 counts. "Walk" head first to the next vertical bar.



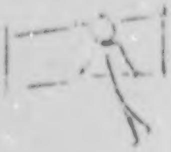
i. Modified Push Up

Kneel on the grass side arms length from the bars, place both hands on the lower bar. Bend elbows and allow chest to come near the bar. Push away keeping the body straight. Repeat 6 times.



B4-6 j. Regular Push Up

Hold lower bar and stretch body away resting on toes. Lower chest to bar and push up to starting position.

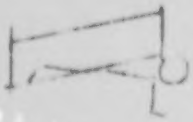


k. Pull Up

Lie with chest under lower bar and grasp bar. Pull up to touch chest to bar and lower.

l. Incline Push Ups

Place hands on ground and instep on lower bar a body length from fence. Perform regular push-ups.



m. Have children develop additional fence activities.

Specific Safety Precautions for other Outdoor Apparatus

Due to their nature, the following three pieces of apparatus, have some specific safety precautions. Their value to a vigorous, skill developing physical education program is minimal.

BK-1 Merry-go-round

1. Twelve people is the safe load.
2. Pushers should be extremely careful.

Grade Stress	Outdoor Apparatus	Comments
	3. Riders should get on and off only when merry-go-round is stopped or moving slowly. Riders getting off should move quickly out of the way.	
	4. Riders should not drag their feet or hang over the side.	Avoid use in extreme hot weather.
	5. Riders should maintain secure grips at all times and remain standing.	
BK-1	Sliding board	
	1. Always go down board feet first in a sitting position.	
	2. Always try to land on feet and move quickly away from chute.	
	3. Take one step at a time and use both hands going up the ladder.	
	4. Wait on "stop" step until board is clear.	
BK-1	Swing	
	1. Always sit on swings.	
	2. Always swing alone.	
	3. Only push someone if you are asked.	
	4. Keep a tight grip with both hands.	
	5. Always stop swing to get off.	
	6. Look out for people walking too close to swings.	
	7. Mark off an area around swings in which non-swingers should not enter (Enter from direction the swing moves).	
	8. Swing straight forward and back.	

GAMES

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BASE PROGRAM

LOW ORGANIZED GAMES

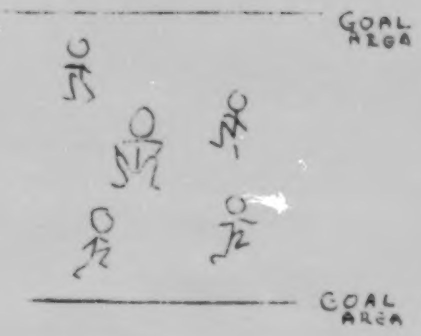
	Grade Level						
	K	1	2	3	4	5	6
A. No Goal Games							
1. Stone	X	X	X				
2. Red Lion	X	X					
3. Busy Bee	X	X					
4. Slowkie Pokie		X	X	X			
5. Man From Mars		X	X	X			
6. Little Abner		X	X	X	X	X	X
B. Many Goal Games							
1. Frog in Pond	X	X	X				
2. Boiler Burst	X	X	X				
3. Squirrel in Trees		X	X				
C. Two Goal Games							
1. Little Brown Bear	X	X	X				
2. Brownies and Fairies or Cowboy and Indians		X	X				
3. Hill Dill		X	X	X			
4. Twice As Many			X	X			
5. Chinese Wall			X	X			
6. Pennsylvania or New York		X	X	X			
7. Pom Pom Pullaway					X	X	X
D. One Goal Games							
1. Keep Going	X	X	X				
2. Sleeping Bear	X	X	X				
3. Fire Engines		X	X	X			
4. Old Grannie Tippie Toe		X	X	X			

	Grade Level						
	K	1	2	3	4	5	6
5. Midnight		X	X	X			
6. The Sea is Rough		X	X	X			
7. Catching Fish			X	X			
E. Circle Games							
1. What Can You Do	X	X					
2. Mouse Trap	X	X	X				
3. Fire Alarm			X	X	X		
4. Round Up			X	X	X		
5. Speedy Squirrel		X	X	X	X		
6. Beat the Bunny	X	X					
7. Hussle Bussle		X	X	X	X	X	X
8. Circle Chase				X	X	X	X
9. Circle Dodge Games (refer to dodgeball section							
10. Ball Counting	X	X					
11. Jump the Shot	X	X	X	X	X	X	X
F. Team Ball Games							
1. Aerial Ball			X	X			
2. Hit Pin One Base			X	X			
3. Prisoner's Ball				X	X		
4. Boundary Ball				X	X	X	X
5. Rabbits Tail				X	X	X	X
6. Norwegian Ball					X	X	X
7. German Bat Ball						X	X
8. Stealing Sticks						X	X

LOW ORGANIZED GAMES

A. No Goal

1. Stone



Type: Tag game, all active
Equipment: None
Area: Playground, gym, court
Players: Large or small groups

Description:

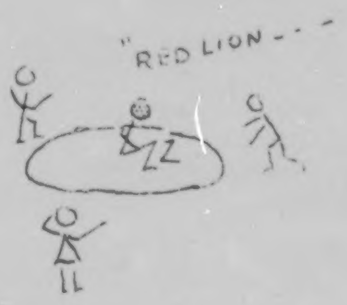
Player, in center, is "Stone". He sits there while other players skip around him.

When the "Stone" jumps up, players run to either goal and stay there as "Stone" chases them.

Anyone tagged by "Stone" before reaching a goal becomes a "Stone" too, and sits in the center with the first "Stone". "Stone" returns to his sitting place when all are resting on either goal line, or are caught.

Game continues with the main "Stone" and his helpers sitting while other players skip around them waiting for the main "Stone" to jump up and chase. "Stone" gets three turns to tag as many as he can, then a new "Stone" is chosen and the game is replayed.

2. Red Lion



Type: Active
Equipment: A circle marked on playing surface
Players: Entire class
Formation: Children scatter informally about play area

Description:

Players gather around circle where the Lion ("It") is sitting and chant, "Red Lion, Red Lion, come out of your den."

The Lion charges out of his den and tries to catch one player. When he tags someone, they both go back to the den, and the tagged player becomes the Lion's helper for the next turn.

The Lion gets three turns, then if game is to be replayed he chooses a player to take his place and the helpers are released.

3. Busy Bee or Back-to-Back (Number Call)

Type: Running
Equipment: None
Players: Unlimited number
Skills: Running, starting, stopping, the use of basic arithmetic number concept

Formation -
xx xx
xx xx xx
xx xx couples scattered

Players respond to leader's direction, for example, face to face, back to back, knee to knee, hands to hands. When Busy Bee is called, all players change to another partner. If there is an odd player, he can be used to determine who is caught. If the number of children is even, or if the children are slow in making changes, the leader can count to a certain number and all those who have not changed, are caught. Players caught can be eliminated, or a score can be kept individually or by teams.

Number Call - This game is played like Busy Bee except the leader's directions would involve the use of mathematics. Example: Get in groups of three, get in groups of three add one, get in groups of three take away one, etc.

4. Slowkie-Powkie

Type: Active
Grade Level: 1-3
Area: Gym
Equipment: None

The purpose of this game is to follow directions readily and to gain understanding of the concept partners.

Each child has a partner (one group of threes for the left over player if needed). Teacher calls out, "Walk as far away from your partner as you can without touching anyone. Keep walking until you hear signal 'Slowkie-Powkie'. Find your partner, join one hand and sit down on floor. Last couple down are Slowkie-Powkies."

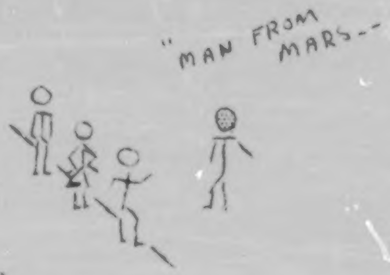
Other directions: Skip away from partner; find your partner and stand back to back. Gallop away; find your partner and, with hands joined touching ground, each raise one leg in the air. Run away; find your partner with one up high and other stooping low, etc.

Remarks: The activity goes very smoothly if basic music is used such as records or piano.

Children enjoy this game very much. They could probably think of other activities to do very easily.

5. Man From Mars

Type: Active
Equipment: A starting line
Players: Entire class, or smaller group
Formation: Class standing on starting line. One player out in front facing the group.



Description:

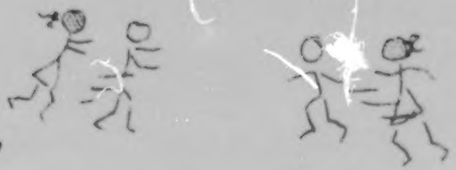
The group faces the 'Man from Mars' (It) and calls, "Man from Mars, may we chase you to the stars?"

"It" replies, "Yes, if you have on ... (names a color) on your... (names where the color should be located). Such as 'red in your shirt.'

All children wearing the chosen color and its location attempt to tag the 'Man from Mars'. They chase him anywhere on the playing area. The child who tags him becomes "It" for the next turn.

Remarks: Children should be encouraged to call different colors in order that all will receive a turn.

6. Little Abner



Type: Very active
Equipment: A starting line
Players: Entire class
Formation: One group on starting line, other group scattered in play area

Description:

The boys are Little Abners and the girls are Daisy Maes. The girls choose a line or a spot for their home base and stand there while the boys scatter out on the playground.

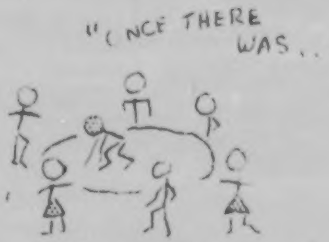
Upon a signal from a leader the girls attempt to catch (tag) a Little Abner by chasing a boy until he is tagged. Any boy that is tagged is walked back to the home base with the one who caught him.

After placing Little Abner on the home base, the girl then chases another boy.

After all boys are caught, the girls line up side by side facing the boys. The boys go stand behind the girl that caught him. The girl catching the most boys wins.

B. Many Goal Games

1. Frog in Pond



Type: Active
Equipment: A circle marked on surface and two or more goal lines
Players: Entire class
Formation: Children standing on circle, Frog crouched down in circle

Description:

Children walk around circle chanting:

Once there was a little frog.	
He went around and 'round	(Frog turns around and around)
He jumped up once; the jumped up twice,	(Frog jumps up once, twice)
And caught a great big fly!	(Frog chases on "fly")

On the word "fly" all run to the nearest goal line for safety. Those tagged become frogs and go into the pond to help catch players on the next turn.

Frog has three turns. Count the number of players he has caught at the end of his turn. He chooses a new Frog if game is replayed.

2. Boiler Burst

"ONCE UPON A TIME . . . .

Type: Semi-active
Equipment: Two or more goal lines
Players: Entire class or small groups
Formation: Players kneel on one knee around "It"

Description:
The children kneel on one knee around a player who tells a story. In his story he suddenly says, "The Boiler Burst!"

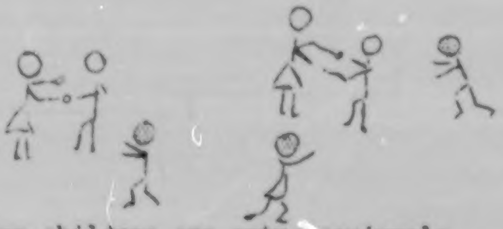
On this signal the children dash for a goal line while the story teller attempts to tag one player.

The child tagged starts the new game with a new story.

Remarks: Remind the story teller to speak loudly so all can hear.

3. Squirrels in Trees

Type - Semi-active
Equipment: None



Description:
Two-thirds of the class take partners and join hands to form trees. The other third are squirrels and stand inside the trees. Any left over children are extra squirrels.

The teacher calls "Squirrels change trees" as a signal for all squirrels to run for another tree. Two squirrels may not occupy the same tree.

Any squirrels failing to find a tree report over by the teacher and start from there on the next call of "Squirrels change trees".

After the squirrels have had 4 turns have them change places with one of the trees where they are standing. Now this new squirrel gets four turns then rotate so that the remaining tree has his turn. In other words each child is a tree two times and a squirrel once.

C. Two Goal Games

1. Little Brown Bear

Type: Active tagging
Equipment: Two goals
Players: Entire class
Formation: Class standing on one goal
The Little Brown Bear
squats mid-way between the two
goal lines

Description:
The Little Brown Bear calls to the group, "Are you afraid of the Little Brown Bear?" If players answer "No" he runs to opposite goal line as the Bear stands up and tries to catch as many as he can.

All players caught by the Brown Bear help him on his next turn. They too squat down as they face the group.

The Brown Bear has three turns. At the end of his turn he counts how many he has caught and chooses a new Bear if game is replayed.

If a player answers, "Yes" to the Bear's question, that player does not run on that turn.

When the whole group runs as in this game, they should be reminded to run in a straight line and not to cross over in front of another runner.

2. Brownies and Fairies -- Cowboys and Indians

Type: Active tagging
Equipment: 2 goal lines
Players: Entire class

Description:

The players are in two groups: one group is called the Brownies and the other is called the Fairies. Goal lines are marked across both ends of the play area. The Brownies are on one goal line and the Fairies are on the other.

Each group, in turn, stands on its goal line with the players' backs turned toward the other group which, upon a silent signal from the teacher, advances quietly toward the goal line.

When the Brownies are advancing, the Fairies are standing on their goal line; the Brownies sneak up very quietly and when they are within approximately ten or fifteen feet of the Fairies, or within a reasonable distance for a good chase, the teacher calls, "The Brownies are coming!" This is the signal for the Fairies to turn and chase the Brownies, who run for safety behind their goal line at the opposite end of the play area.

Any Brownie who is tagged by a Fairy before he reaches his goal line becomes a Fairy and goes with the child who tagged him to the other goal line.

The game is repeated with the Fairies sneaking up on the Brownies while they stand on their goal line with their backs turned.

3. Hill Dill

Type: Active
Grade Level: 1-3
Equipment: None
Area: Playground, court, gym

Description:

Two parallel lines about 40' to 50' apart.

All players not "It" stand on one line, while "It" stands halfway between the lines.

"It" calls "Hill Dill, come over the hill". At this signal all players must run for the opposite goal line.

All those caught help "It" on the next turn. Play continues until "It" has had three turns. A caught player may not tag anyone on the turn he was caught.

After "It: has counted his number of players caught all are released to go back to the rest of the players and "It" chooses a new person to take his place.

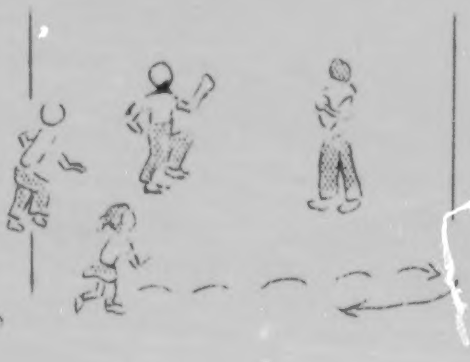
4. Twice as Many

Type: Active; tag game
Equipment: None
Area: Playground, court, gym
Players: Large or small groups

Description:

Children stand on a goal line facing the caller, "It".

The caller is designated as the measuring man. The object of the game



is to get to opposite line at the other end of the playing space by following directions of the measuring man.

Measuring man answers their call of "How shall we go?" by suggesting, "Take 2 hops". When all have done so then he adds, "Now twice as many;" so all do 4 hops.

The group again asks, "How shall we go?" and "It" answers with some locomotor way of going.

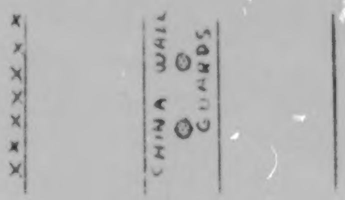
The first player who reaches the opposite line calls out, "Go!" and everyone turns and runs back to the starting line. "It" tries to tag all those he can before they can get back to the line. All those who are tagged help "It" on his next turn.

Rules: Follow directions of "It". First player to reach opposite line calls, "Go!" Anyone who is tagged helps "It" for the rest of his turns.

Remarks: This is a good game to help with arithmetic skills. You can say, "Take six steps forward and two backwards," etc. In order that too many are not in the middle trying to tag players allow "It" to have only 2 or 3 turns, then choose a new leader if the game is to be replayed.

5. Chinese Wall

Type: Active
Equipment: Two goals, plus two lines
for the Great Wall of China
Players: Entire class
Formation: Class standing on one goal
line. Two guards standing in
the wall area



Description:

The two players standing on the Great Wall of China are the guards and they call out, "Scale the Wall!" This is the signal for the players to leave their line and try to get across the wall without being caught. Once off the wall they are free to go to the remaining goal line and await the call again. Guards tag only in wall area.

All who are caught stand off to the side of the game until the guards have had two turns. At the end of their turn they count the number of "prisoners" and each chooses a new guard to take his place if the game is replayed. Prisoners are released for the next game.

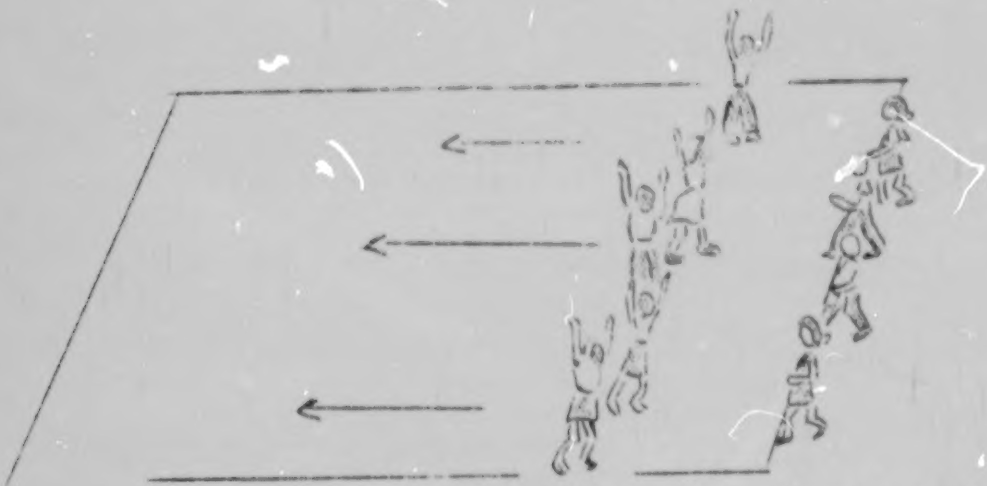
Remarks: This game can use one girl guard and one boy guard at the same time thus giving both groups equal chances.

6. Pennsylvania or New York

Type: Group against group
Grade Level: Primary
Equipment: None
Area: Tag game court - inside or outside

Description:

Players are divided into two groups, and each stands behind an end line of the court. Each group has a leader.



Players in Group A tell their ideas for pantomining to their leader. The leader helps them select the best idea, and the group works out a uniform pantomine such as "Putting up the flag," "Drivkng a car," "Painting a house," etc.

When the pantomine has been planned, the two groups approach each other and the following conversation takes place:

Group A: "Here we come!"
Group B: "Where from?"
Group A: "Pennsylvania."
Group B: "What's your trade?"
Group A: "Lemonade."
Group B: "Show us how if you're not afraid."

Group A then performs the pantomine using no words, and Group B guesses. When a guess is correct, Group A shouts, "Pennsylvania" and races for their home line with Group B in pursuit. If any players in Group A are tagged, they join Group B.

Group B then chooses a subject to pantomine and the game continues.

7. Pom Pom Pullaway

Type: Active
Grade Level: 4-6
Equipment: None
Area: Playground, court

Description:

Two parallel lines about 40' to 70' apart.

All players but "It" stand on one line, while "It" stands halfway between the lines.

"It" calls, "Pom pom pullaway! Come or I'll pull you away."

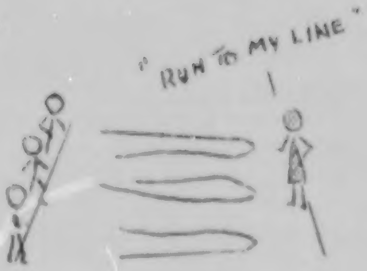
On this signal all players must run for the opposite goal line.

All those caught help "It" on his next turn. (Players caught help out on "It's" next turn, never on the turn that player is caught.)

The object is to be the last one caught, so play until all are caught.

D. One Goal Games

1. Keep Going



Type: Active locomotor movements
Equipment: A starting and turning line
Players: Entire class
Formation: Class on one line.
Leader on turning line

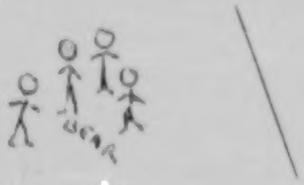
Description:

Leader tells all to listen to signal as what to do. She may call, "All run!" Children run to her line, turn and run back to their line. Or, "All skip to my line, walk back to your line."

If group is large have boys go as one group, girls as another.

Young children need experience in following directions, want action ane need skills of locomotion plus turning at a goal line.

2. Sleeping Bear



Type: Active
Equipment: One goal line
Players: Entire class
Formation: Class standing on goal line,
"It" standing in front of group

Description:

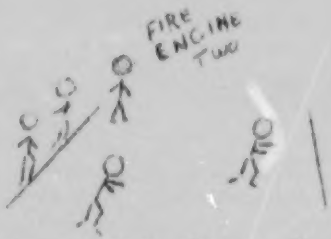
Players stand on the goal line. The Sleeping Bear ("It") stands in front of group a distance away and with back to the group.

The players quietly move up toward the Bear. When the group is quite close, the leader (teacher) calls out, "Look out for the Bear!" This is the signal for all to turn and run back to the goal line. All children who are caught by the bear become his helper and the game is replayed.

After a number of children have been caught the leader encourages the group to get closer by saying, "Who is brave enough to touch the Sleeping Bear?" Then when children are close gives signal to chase.

Remarks: This game offers the opportunity to teach a half turn or a pivot type turn to the children.

3. Fire Engine



Type: Active
Grade Level: 1-3
Equipment: None
Area: Playground, gymnasium

Description:

Two parallel lines about 40' apart.

Players stand on one line and are numbered off by 5's or 6's, depending on size of group.

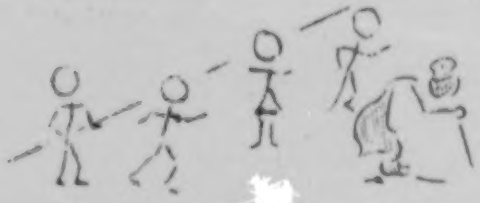
One player is selected to be Fire Chief. He stands at the sideline and calls the fire alarm signal: "Fire Engines number 5."

All members of the group whose number he calls runs to the far line and back to starting line. The first player to return becomes the new Fire Chief.

If the chief calls, "General Alarm," all the players run, and the first one back is the new chief.

Remarks: In order to see that all touch the far line have children bend and touch that line with a hand.

4. Old Grannie Tippie Toe



Type: Active
Grade Level: Primary
Equipment: None
Area: Playground, gymnasium

Description:

One person is "Old Grannie Tippie Toe."

Children line up on a base line.

As Grannie slowly walks to town, the children follow her and sing: "Old Grannie Tippie Toe,
Lost her needle and could not sew."

Grannie tolerates the teasing and continues to walk. Finally she gives chase to the children by clapping her hands once. On this signal all the children run home (to the base line).

The children that Grannie taps becomes her helpers and she again starts for town.

Grannie has three turns in which to catch the children. After three turns Grannie can choose a new Grannie to take her place for the next game. If Grannie chooses a boy the verse can go:

"Old Grampa Tippie Toe,
Lost his cane and stubbed his toe."

Remarks: Children like to play this game. This game involves the skills of running, listening, changing direction, tagging and stopping on the goal line.

5. Midnight

Type: Active
Grade Level: 1-3
Equipment: None
Area: Playground, gymnasium

Description:

Two lines are drawn 30' to 50' apart. One player, the Fox, stands on one line, the other players, the sheep, stand on the other.

Sheep ask, "What time is it, Mr. Fox?"

Fox answers a specific time. Example: "four o'clock".

Sheep advance the number of steps corresponding to the time. Example: four o'clock--four steps.

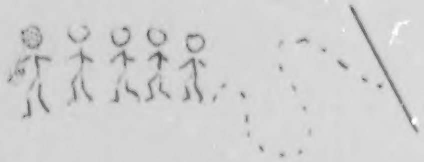
When sheep are somewhat close, the fox may answer, "Midnight!" and chases the sheep back to their goal line.

If any sheep are caught, they become foxes and help catch the remaining sheep on the next turn.

Game continues 'till many sheep are caught. Mr. Fox may choose a new fox after three turns, if game is to be replayed.

Remarks: Only the original fox may call the hour. Children like this game.

6. The Sea is Rough

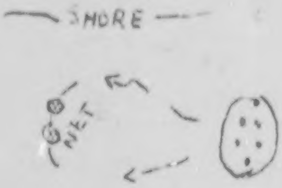


Type: Active
Equipment: None
Area: Playground, gymnasium
Players: Entire class

Description:

A line is chosen as the shore line. A player is chosen to be "It." "It" leads the line out to sea. When the leader calls "The Sea is Rough" all the players run back to shore and "It" sees how many he can catch before they reach shore. All those caught are put in Davy Jones Locker until "It" has had three tries. "It" then chooses a new "It" from those who have not been caught. "It" should lead the players in a meandering course and should try to trick the other players by calling, "The Sea is Calm," -- "The Sea is Stormy," etc. All players must stay in line and follow "It." If there are more than twelve players, make two games.

7. Catching Fish



Type: Active
Equipment: One goal line
Players: Entire class
Formation: Class standing on goal line. Two players out in front of the group.

Description:

Two children are chosen to be the "net". All the others are the fish and stand within a goal (circle or line). One child is the leader. He calls, "Fish, run!"

On the signal all the fish move out to sea (play area). The two children, who with hands joined, form a net and try to tag as many fish as possible.

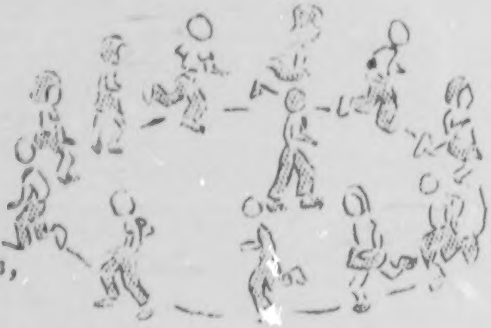
The fish as they are caught go over to the shore (side line) and form new pairs of nets to help the leaders catch more fish.

The game continues until all the fish are caught. The last two players caught become the new leaders of the next game if it is replayed.

Remarks: This game takes the skill of running with a partner. Teaching hints are needed to aid children to understand how to move with another person.

E. Circle Games

1. What Can You Do?



Type: "It" game; all active
Equipment: None
Area: Playground, gymnasium, playroom
Grade Level: K-2
Players: 12 (more or less), two groups if class is large
Skills: To perform locomotor skills, such as hopping, skipping, jumping, running, etc.

Description:

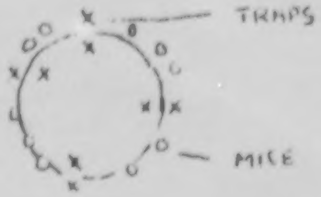
The children form a circle with one child in the center, who moves his pointing finger around the circle saying, "One, two, what can you do?"

As he says, "do", the child to whom he is pointing should answer, "I can hop", (or any locomotor activity.) "It" then says, "Hop, hop, until I say stop!" All the children then hop until "It" calls, "Stop".

The child who chose the activity then becomes"It" and the game proceeds as before.

Remarks: As the locomotor activity is called the teacher can pick up the rhythm on a tom tom or by clapping her hands, thus enabling the children to learn the rhythm by hearing it "played".

2. Mousetrap

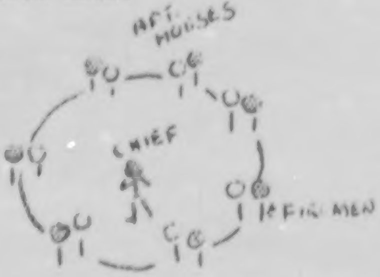


Type: Tag
Equipment: None
Skills: Walking, stooping, observation
Formation: Circle

Description:

Two, three or four couples are spaced around the circle, facing with joined hands raised. The rest of the children are mice and walk around the circle passing through the mousetraps. On a signal from the leader, the mice stop walking and the mousetraps close. The mice who are caught go to the center of the circle, pair off and become new mousetraps. The game continues until one or two children are left. Caution children not to run or stoop to keep from being caught. The mousetraps are not to move to try and catch mice.

3. Fire Alarm



Type: Active running
Equipment: A circle
Players: Entire class
Formation: Double circle facing inward.
Fire Chief in center of circle

Description:

The inside circle of children are apartment houses, the outside circle the firemen.

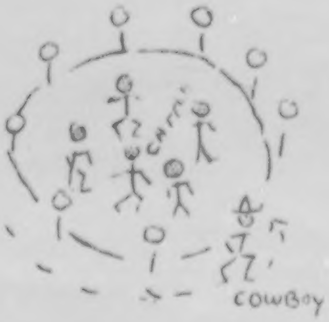
Fire Chief starts the game by calling, "The houses are on fire, hurry, hurry, hurry!" Fire Chief then claps hands continuously.

On this alarm, all firemen run to left around the circle until they hear the signal, "Fire's out." On this stop signal, the firemen stop where they are, in back of one of the apartments.

In the meantime the Fire Chief, though clapping, leaves the circle and stands behind an apartment building, then calls out, "Fire's out".

Fireman that first finds an apartment to stand behind and raises his hand indicating he is there becomes the new Chief. Before the new turn, the apartments and firemen exchange places.

4. Round Up



Type: Semi-active
Equipment: A large circle on which
to stand
Players: Entire class
Formation: Players form a large circle
facing inward, hands are not joined

Description:

The area inside the circle is called the range. Five of six children are the cattle and go inside the circle to roam around.

One child the "Cowboy" gallops around the outside of the circle. Whenever he wishes he calls out, "Round up!" and gallops into the circle where he changes to a run and tries to tag the cattle.

The cattle can dodge, try to elude the cowboy, but cannot go outside the range. When tagged, that cattle stands on the circle with the rest of the class.

The Cowboy only tags four out of the five. The last cattle left then becomes the next cowboy and the game is replayed with the teacher or the old cowboy choosing five new cattle.

Remarks: Each child should be given a chance to be cattle, but all will not have an opportunity to be the Cowboy. If Cowboy does not have the endurance or speed to catch the cattle he may call on another cowboy to come in and take his place.

5. Speedy Squirrel

Type: Semi-active
Equipment: A circle to stand on
Players: Entire class or smaller groups
Formation: Children stand on a single
circle facing inward

Description:

One player, the Squirrel, runs around the circle and lightly taps four or five players.

The players tapped stand quietly but ready to run. When the squirrel calls, "Speedy Squirrel!" the tapped players drop out of a circle, turn left, run around the outside of the circle, and back to own place on circle.

Upon returning to own spot, player raises hand high to indicate he is back. First player to do so is the "Squirrel" for the next turn.

6. Beat the Bunny

Type: Semi-active
Equipment: Circle on which to stand,
two balls of different sizes
Players: Entire class, or small groups
Formation: Single circle facing inward

Description:

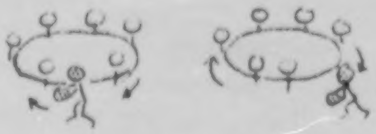
The Bunny (small ball) is started first and is passed from child to child around the circle. When the Bunny is half way around the circle, the Farmer (large ball) is started.

If Farmer catches Bunny, the Farmer wins. If the Bunny catches Farmer, the Bunny wins. If either ball is dropped, and the other ball passes the child who lost it before he can get it into action again, it is counted as a win for the ball which passed.

Note: If balls are too difficult to handle, use beanbags of different color. As ball handling skill increases, have players bounce or even use a fly to advance the Bunny and the Farmer.

7. Hussle Bussle

Grade Level: Any grade
Equipment: Ball, beanbag
Area: Playground, gymnasium



Description:

All players form 2 equal circles; one player in each circle has the ball, or beanbag.

Player with ball, on signal "Go" runs around outside circle to starting position. Player hands ball to person on his left and sits down in his position. As soon as player on left receives ball, he runs around the circle to his starting position.

First team all sitting down in circle wins the relay. No cutting the cake. Keep the circles the same size.

8. Circle Chase

Type: Active
Grade Level: 3-6
Equipment: None
Area: Playground, gymnasium, court

Description:

The players form a circle and number off by 4's or 5's depending on the size of the class. The teacher or game leader will call these numbers.

If #2 is called, all those players drop out of the circle, turn left and run twice around the outside of the circle.

Each player while running tries to tap the runner in front of him, thus eliminating him, but at the same time must take care that he is not tagged by the one behind him.

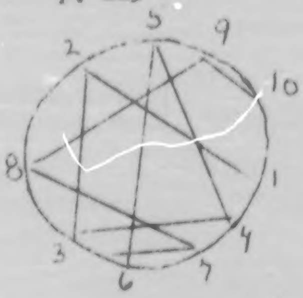
All players who are tagged step into the center of the circle.

After running twice around the circle and not tapped those runners drop back into their own spot on the circle.

After each number has been called, the players in the center are counted. The group with the fewest players tagged is the winning number.

9. Circle Dodge Ball - Refer to Dodge Ball Section p. 113

10. Ball Counting Game



Type: Semi-active
Equipment: A circle for each group.
One ball per group
Players: Entire class or small groups
Formation: Children in a single circle, facing center

Description:

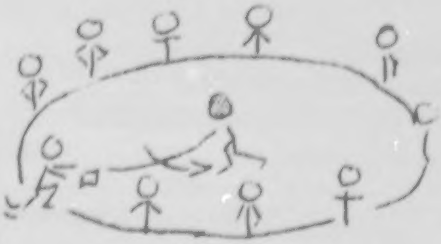
Teacher or child rolls the ball in any direction in the circle, calling, "One;" another child catches or stops it and then rolls it saying, "Two;" a third child stops it and calls, "Three;" and so on.

All participate as ball comes close to them; if two get their hands on it at the same time, they call out the next number together. The group tries to reach a score of 10.

If the ball stops in the center or goes out of the circle, the last one to touch it goes after it and puts it in play saying, "One," and the counting again starts over.

11. Jump the Shot

Type: Circle game
Grade Level: All grades
Skill: To jump a moving rope
Equipment: A long jump rope with a bean bag or deck tennis ring tied on it.



Description:

Players stand around a circle facing inward. One player stands in the center holding one end of a long jump rope. On the other end is fastened a beanbag or a deck tennis ring.

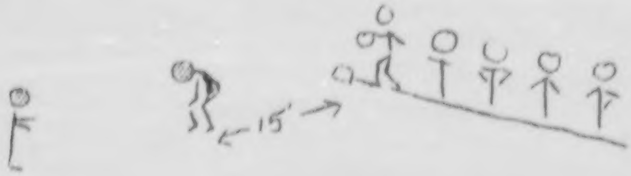
The center player swings the rope around so that it slides over the playing surface in a complete circle.

As the beanbag glides by, the circle players jump over it.

A player who causes the beanbag to stop has one Spud* put on his shoulder. (* A Spud is a little invisible 'Man from Mars'. He is a friendly fellow up to a point).

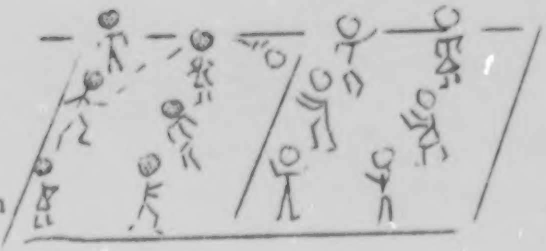
The game is resumed, until someone else gets a Spud. When one player acquires three Spuds the game is temporarily halted until that player can get rid of his Spuds.

Action for getting rid of Spuds: The center player who was turning the rope stretches the rope out in a straight line and all players except the turner and the one with the 3 Spuds line up on the rope. The turner gets a playground ball (rubber) and gives it to the first player in the line. The child with the Spuds stands in front of the line players with his back to them and about 15' away from them. He now bends over and places his hands on his knees. Each line player in turn gets to throw the ball at this player trying to dislodge his Spuds. After he has been hit 3 times, he is clean of his Spuds and the game resumes. All the other players retain their number of Spuds. The rope turner again gets the rope and the circle is reformed ready to play until someone else gets 3 Spuds.



F. Team Games

1. Aerial Ball



Type: Active
Equipment: One playground ball per game
Players: Two groups (teams)
Formation: Scatter formation on own side of court
Skills: To throw a high ball with accuracy using an underhand, vertical or overhand throw. To catch a ball before it bounces.

Description:

Teams stand facing each other on either side of a line across the center of court.

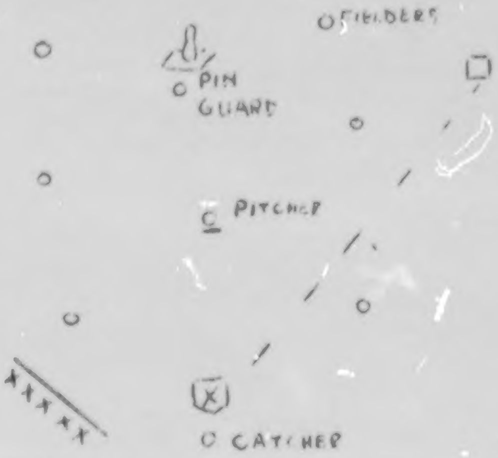
A player starts the game by tossing the ball high in the air over to the other team. As he starts the play he calls, "High-over."

The receiving team tries to catch the ball before it touches the ground. If they do, a point is scored for their team.

The player who first gets both hands on the ball returns it to the other team by tossing it high into the air, The team to score 5 points first wins.

Note: Notice that no point is awarded for a throw not caught. Emphasis is on a catchable throw. Players may not cross dividing line to play a ball.

2. Hit Pin One Base



Grade Level: Primary
Equipment: A kicking ball, a duck pin, a base, a home plate
Area: Gymnasium, outside

Description:

This game satisfies the primary children with a baseballish game. It teaches playing certain positions, waiting a turn and being on a team. Since the ball play is at a pin instead of the runner it is a safe game to play.

Players - The class is divided into two teams, kickers and fielders. The kickers are in a line near home base, waiting their turn to kick. The fielders are out in the field. They have a catcher, a pitcher, a pin guard, and the rest are fielders.

Object of the game - For the batting team to kick the ball, run to first base and run home again to score a run for their team. For the team in the field to score 3 outs against the batting team.

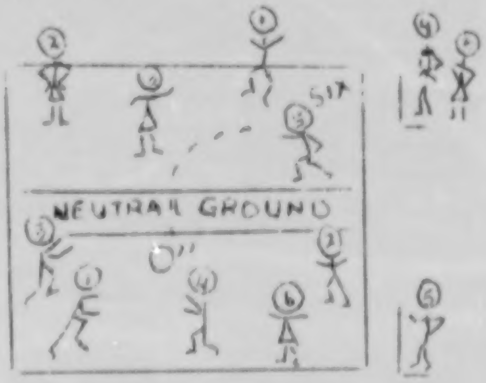
The Game Development - The team up to bat numbers its batters as batter #1, #2, #3, etc. Batter #1 goes up to home plate and waits for the pitcher to roll the ball to him, if he kicks it he then runs to first base and back home again. If he does not kick at it the catcher returns it to the pitcher. The game can be played where the batter kicks a ball that is sitting on the home base instead of being rolled by a pitcher.

The fielding team has the pitcher roll the ball to the batter. If the batter kicks the ball the fielder that gets it throws it, or runs with it and gives it to the pin guard person. The pin guard person tries to knock the pin down by throwing the ball at the pin. If he succeeds then an out is made (if the pin is knocked down before the batter gets back home). If the pin guard misses hitting the pin any fielder may retrieve the ball and throw it at the pin, and if successful before the runner gets home an out is made.

Three outs and the teams change places.

Remarks: Any kicked ball is a fair ball if it does not go into the dug-out or is touched by batting team. If the game is played on a diamond the regular foul lines can be used.

3. Prisoner's Ball



Equipment: One playground gall
per team
Area: A court
Players: 12-20 per team

Description:

There are two teams, each on his own court. Each team has a prison on the side of its court. There is neutral ground between the team's courts.

Players use numbers instead of games. So players number off consecutively until all are numbered. The ball is started by a player on one team who calls a number of a player on the opposite team and then throws the ball high across the neutral zone into the opponent's court. Opponents must catch ball before it hits the ground in their court, or the player whose number was called must go into his own prison.

Any player on the receiving team may catch the ball. If it is caught, that catcher calls an opponent's number and throws it into the opponent's court.

A team may free a prisoner by calling, "Prisoner number __," as the ball is thrown into opponent's court. If ball is not caught by opponent, the prisoner is free to return to the game.

If ball lands in neutral ground it is dead. Team opposite the thrower recovers the ball.

Game continues 3 to 5 minutes. Team with fewest prisoners in prison wins.

4. Boundary Ball

Grade Level: 3-6
Area: Gymnasium, court

Team A	End Area	Central Area	End Area	Team B

Description:

The play space, about the size of a basketball court, is divided into three equal areas: 1 central and 2 end areas. The players are in 2 teams placed with 1 team in each end area. The object of the game is to roll, or bounce a ball over the opponents' rear boundary line.

A player from each team stands on his own rear boundary line with a ball. On the signal to start play, the 2 balls are thrown into play by these 2 players. Thereafter, the balls are thrown from the place where they are intercepted within the end areas. No ball can be played from outside the boundary lines of the end areas. A ball which goes out of bounds is recovered by a near-by player and brought just inside the end area at that point where it went out. The central area is neutral and isconsidered out-of-bounds. The team which first gets a ball over the opponents' rear boundary line wins the game.

One point is scored for each ball over the opponents' rear boundary line; and the team first scoring 5 points wins the game. After each score, the ball is recovered, brought just inside the boundary line, and put into play immediately.

Teaching Suggestion - Use a volleyball or large play-ball. Start with only 1 ball, later use 2. Teach how to throw a ball hard and fast, and how speed gives distance in a throw. If children have trouble in getting a ball across the goal, shorten the distance between the 2 rear boundary lines. Adjust the side of the play area, the types of throws, and methods for scoring to the ability of the groups playing.

5. Rabbits' Tails

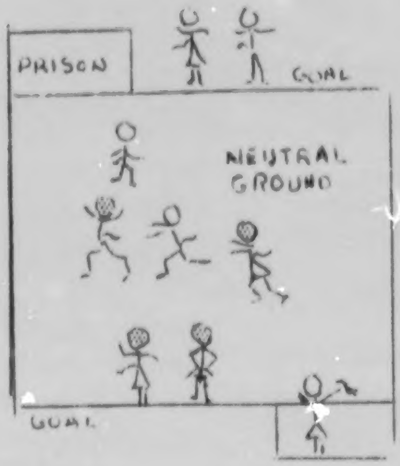
Type: Active, running, tagging
Grade Level: 4-6
Equipment: 1 "tail" (strip of
cloth per player

Description:

Group divided into two teams. Each team has a goal (safety area) and a prison, with neutral ground between the goals.

Each player has a rabbit tail (piece of cloth) stuck into his belt at the back. Tails must not be tied to belts. Each team might use tails of the same color to identify team members.

Players go into neutral ground to steal tails (capture prisoners) from other teams. When a tail is taken from the belt of a player, he is a prisoner of the person who took it and must go to that teams' prison. Prisoner holds his own tail in his hand.



Prisoner may be rescued by some free member of his team who comes safely to prison to get him. Then prisoner may put tail back on, both prisoner and rescuer join hands and walk back "free" to own goal line and resume playing. Only one prisoner at a time may be freed by a rescuer.

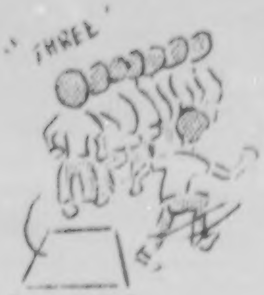
Team which captures all of the opponents, or who has the most prisoners at the end of a given time, is winner.

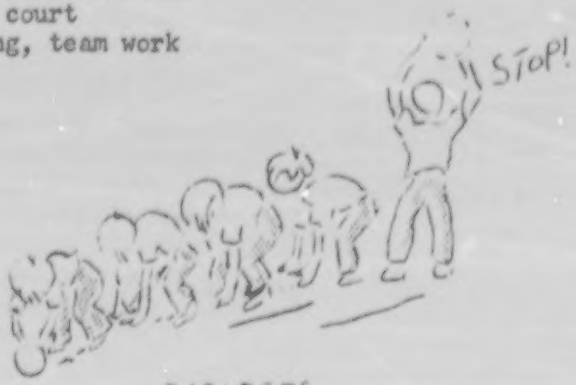
Note: Three or four teams (8-10 players per team) may be used, with each team having its goal on one side of the square which frames the neutral ground.

Bright construction paper can be used for the "tails". Each team having its own color tail. This isn't as permanent as cloth tails, but will last a game through. Also the scrimmage shirts can be tucked in for tails.

6. Norwegian Ball

Type: Very active
Grade Level: Intermediate
Equipment: A playground ball, a home plate
Area: Playground, gymnasium, court
Skills: Running, ball handling, team work





Description:

Two teams--the batters and the fielders.

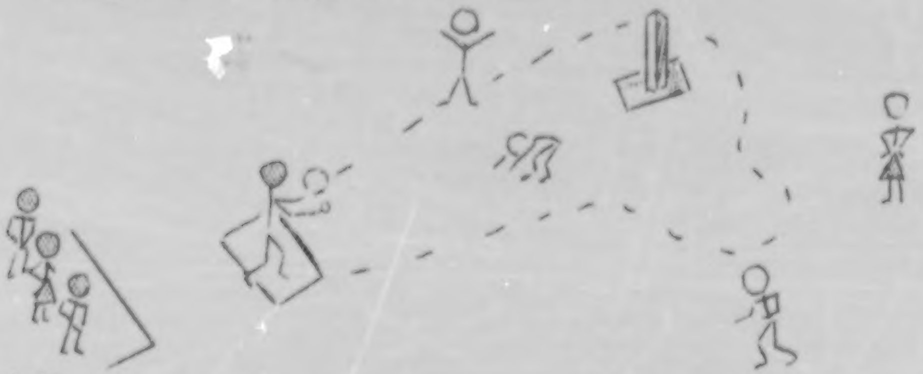
The team at bat lines up in a file to the left of and facing home plate. (1) Batter holds and bats a playground ball from his hand. He then runs around his file of teammates touching the home plate as he continues this circuit, running as many times as possible. (2) As soon as the ball is hit the fielders run and line up behind the player fielding the ball. The ball is then rolled through the legs of all but the last fielder. When it reaches this last player he holds the ball high over his head and calls, "Stop!" (3) After batting and the stop is called the batter goes to the end of his line of players and the next player becomes the batter.

Scoring--If the batter runs around his team one complete turn he is safe but no score is made. If he runs around more than one complete circuit, each additional circuit scores one run. If he does not complete one circuit, he makes an out and no score is made.

Remarks: Outs are very difficult to make. Rotation of teams can take place after every four batters instead of using outs. One way to explain why that first run does not count is to say that that run is paid to the scorekeeper. Because the umpire is watching for the Stop to be called, have the team at bat keep track of the number of times their runner makes it and then subtract the one run from the score. Also add one run for every fielder who fails to get in line and have the ball roll through his legs.

7. German Bat Ball

Equipment: Post or ten pin, volleyball/playground ball
Players: Two teams, number of players adaptable
Skills: To bat with the hand. To catch a ball. To throw at a target and to dodge a thrown ball.



Description:

The object of the game is to score a run by batting the ball with the hand and then running out in the field around the pole and back to home base without being hit by the ball.

The batter stands on home base and bats the ball with his hand or fist so that it lands within the boundary lines. He then runs to the pole (he may approach the pole from either side), around it and back to the home base. He may run anywhere in the field to avoid being hit with the ball.

The fielders attempt to get the ball and hit the runner below the shoulders with it. Fielders can be limited in traveling with the ball as in boys' basketball, which includes a dribble, pivot, or passing of the ball to a teammate who is in a better spot to throw at the runner.

One point is scored each time a batter gets bac, to home base safely. A team retires out to field after three outs are made.

Violations: If a fielder takes steps while holding the ball he may pass the ball to another teammate. May not throw at the runner himself. If he does throw at the runner, the runner may continue whether hit or not and try for home. Another fielder may retrieve the ball and play on that runner.

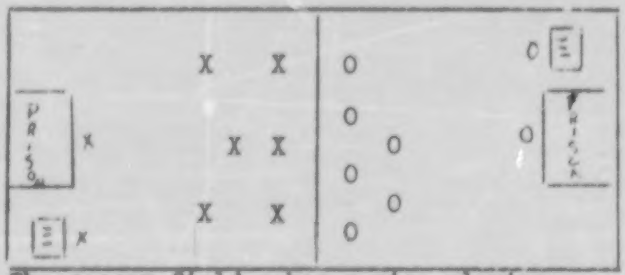
A player is not out if his ball is caught on a fly, the object is to hit the player.

Boundaries may be baseball diamond, or a dug-out foul ball or any you wish to set up.

Team with the most points at end of playing time wins.

8. Stealing Sticks

Type: Very active
Grade Level: Intermediate
Equipment: Pinnies or pinny strips for team identification, a marked field, 6 sticks



The soccer field makes a nice playing field

Description:

Each team has a prison area (approximately 12' x 15' area) and a stick box (approximately 5' x 7') stocked with 3 sticks (duck pins, lummey sticks, etc.).

There are two teams, "x's" and "o's" that occupy their respective territories. Each team has one guard for the prison and one guard for the sticks. Each team has a Captain who in turn chooses the guards.

The object of the game is to try to steal all the enemies' sticks (one at a time) without being caught. The game is over when one team has all the sticks (6) and no players in the enemies' prison.

The game starts on word or whistle. The two teams then venture forth into each others territory at their own will, but when in the enemy territory they may be caught (tagged). If tagged in enemy territory that player must go into the enemies prison where he stays until rescued. A prisoner may be freed from prison if one of his teammates can successfully get into the prison (with both of his feet in the prison) without being tagged. The rescuer then chooses one prisoner to take back with him. The prisoner and the rescuer may have a free journey back to their side if they join hands and walk back. If the joined hands are dropped then both players can be tagged and sent back to prison as prisoners.

When stealing a stick a player is safe in the stick box if he can get both feet into the box without being tagged. The player then may pick up one stick and walk a free journey back to his own side. If tagged before he gets both feet in the box area he is caught and goes to prison as a prisoner.

The game is won when one side has all six sticks and no players left in the enemies' prison.

Remarks: The children usually crowd around the center playing line. They are considered in their own territory unless they have both feet over the line into enemy territory. This means they may walk or straddle the line without being caught.

If the game becomes stalled because the best runners are in prison ask both captains if they wish all prisoners freed. If both captains agree, let the prisoners return to their own side as you count to three slowly. The sticks remain as they are at the time of stopping the game. If one captain says "No" then the prisoners are not released.

TEAM GAMES

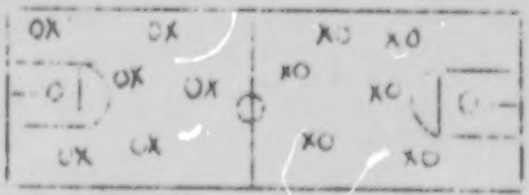
Grade Stress	BASKETBALL	Comments
	A. Skills	Use size ball to meet ability of children.
	1. Passing	
B4-6	a. Two hand chest	Emphasize: Passing ·space between palm and thumb, thumbs parallel on chest pass, ·step in direction of throw, ·bounce pass same motion as chest pass.
	b. Two hand bounce	
	c. Two hand underhand	
	d. Two hand overhand	
	e. Baseball throw	
B5-6	f. One hand underhand	
B4-6	2. Catching	Stress: Catching ·eyes on ball, ·move to meet ball, ·hands relaxed.
B4-6	3. Dribbling	
B4-6	4. Shooting	Stress: Dribbling ·use sparingly, ·waist high, ·"ball is your friend", ·relaxed hand control.
B4-6	a. Two hand chest	
	b. Underhand	
B5-6	c. One hand push	
	d. Lay-up shot	Stress: Shooting ·eye concentration ·arch - make rainbow, ·use legs for power ·follow shot, ·avoid "fancy" shots.
	e. Free throw	
B4-6	(1) Underhand	
B5-6	(2) Chest	
B6	(3) One hand	
B4-6	5. Guarding	
B5-6	6. Jump ball	
B5-6	7. Pivoting	Stress "nailing toe to floor".
	B. Activity	
B4-6	1. For passing and catching skills	
	a. Wall passing (ball for everyone)	

Grade Stress	BASKETBALL	Comments
	b. Partner passing	
	c. Circle passing	
	d. Pass exchange	
	e. Shuttle passing	
	2. For shooting skills	
B4-6	a. Mass shooting at wall	
	b. Repeat 1. (a.-e.)	
	c. Line shooting at basket	
B5-6	d. Lay-up shooting	
	3. For dribbling, pivoting and guarding skills	Stress: Guarding •body between defense and ball •play the ball •avoid crossing legs •hands up
B4-6	a. Mass dribbling (everyone has ball)	
	b. Line dribbling	
	c. Change direction dribbling	
B5-6	d. Mass dribble and pivot	
	e. Line dribble and pivot	
	4. Combinations of a., b., c.	
B4-6	a. Offense against defense	
B5-6	b. Keep away	

	C. Games	Catch	Pass	Shoot	Dribble	Pivot	Guard
B4-6	1. Keep away	X	X				
	2. Any practice shooting activity (Horses)	X		X			
	3. Court Basketball	X	X	X	X	X	X
B5-6	4. Side line basketball	X	X	X	X	X	X
	5. Half-court basketball	X	X	X	X	X	X

D. Explanation of Games

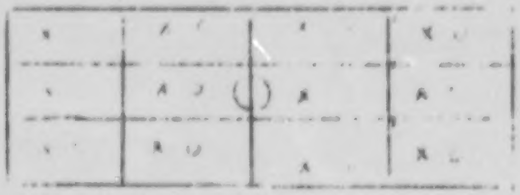
1. Keep Away



Divide the class into four teams, two teams in each half of the court. Each half court has a ball. Object of the game is to have the X teams keep the ball away from the O teams as long as possible. When the O's get the ball, they try to keep the ball away from the X's. Stress guarding and pivoting. No dribbling. Any violation results in loss of the ball.

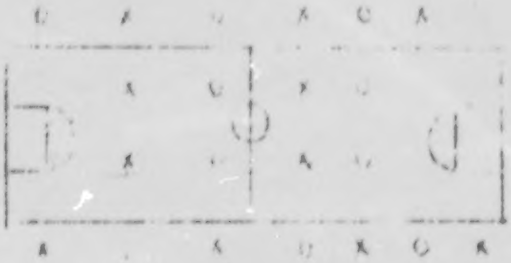
2. Horses - First player takes a shot from any position. If a goal is made, next player must make a goal from same spot and use the same type of shot. If the second player misses, he gets the first letter in the word horse. When a player has accumulated all letters in horse, he is out of the game.

3. Court Basketball - Players from opposite teams are assigned a marked off court and play in that court only. Offensive players in the court close to the baskets are the shooters. Any modifications of the rules mentioned may apply.



4. Side line basketball - Players are divided into two teams with each player having a number. Players are called from opposite teams and placed in a half court or a full court position. Players on the side (side line players) may handle the ball from their positions and then pass to middle players. Rules governing the play of middle players may be regulation or modified to suit the level of players. Examples of modifications:

   a. No Dribbling
   b. No slapping out of hands
   c. No contact, etc.
   d. Apply girls' rules to girls and boys' rules to boys, etc.
   e. Keep adding rules until regulation play is achieved
   f. Primary rules



5. Half-court Basketball - Use from two to five players on a team. Players are called out at each basket or court. Objective is to play regulation or modified rules with the team in possession of the ball being the offensive team. If the defensive team recovers a rebound, they must clear it back beyond the foul line before attempting to shoot or score goals. Squad leaders and experienced boys and girls may help officiate these games.

E. Additional Activities

	Catch	Pass	Shoot	Dribble
1. Pass and dribble relay	X	X		X
2. Dribble and shoot relay	X		X	X
3. Pass and shoot relay	X	X	X	
4. Boundary ball	X	X		
5. Bombardment	X	X	X	
6. Head man	X		X	
7. Around the world	X		X	
8. Twenty-one	X		X	

Note:
Refer to outside references.

Grade Stress	FOOTBALL	Comments
	A. Skills	
B5-6	1. Passing	Stress: Forward Pass -.Keep point-up.
	a. Forward pass	
	b. Lateral pass	
	2. Catching	Emphasis: Catching .Lock ball into hands.
	a. Forward	
	b. Lateral	.Immediately tuck ball into carrying position.
	c. Over the shoulder	Stress: Centering
	d. Kicked ball	
	3. Centering	.Center first -- block second.
	4. Handling the ball	
	5. Kicking	Emphasize: Punting .ball on instep
	a. Punt	
	b. Place kick	
	6. Blocking (screen)	Stress: Place kick .Head over ball-
	7. Stance (hands on knees)	.Follow through
	B. Activity	
B5-6	1. For throwing and catching skills	
	a. Zig-zag pass	
	b. Pass exchange	
	c. Partner	
	d. Line pass	
5-6	2. For centering skills	
	a. Snap back	
	b. Target snap	

3. For handling the ball skills
   a. Shuttle line
   b. Lateral line
4. For kicking skills
   a. Punt
   b. Punt and catch (shuttle)
   c. Kick-off (shuttle)

C. Games

Grade Stress	Games	Pass	Catch	Center	Punt	Place Kick	Screen Block
B5-6	1. End Zone	X	X				
	2. Boundary Ball	X	X		X		
	3. Team Keep Away	X	X		X	X	X
	4. Punt Back or Pass	X	X		X		
	5. Post Ball	X	X				X
B6	6. Passaway	X	X	X	X	X	X

D. Explanation of Games

1. End Zone
Players: 6 - 8 on a team. Teams unlimited
Equipment: Footballs
Area: Playground or gymnasium
Skills: Throwing and catching
Game: Object is to throw ball on the fly into the opponent's end zone. Players may not enter the end zones except to retrieve a dead ball. Players must stay in their half of the field. Each team should have at least two footballs to start game.
Scoring: One point is scored for each ball thrown on the fly into the end zone.
Variations: (1) Kick instead of pass (2) Use more balls.

2. Boundary Ball
Players: 8 - 10 on a team. Teams unlimited
Equipment: Footballs
Area: Playground or gymnasium
Skills: Passing, catching, and kicking
Game: Object is for players to pass or kick ball over their opponent's goal line while remaining in their own half of the field. Players try to prevent balls from crossing their goal line. Balls are thrown or kicked back and forth. Players may take the ball

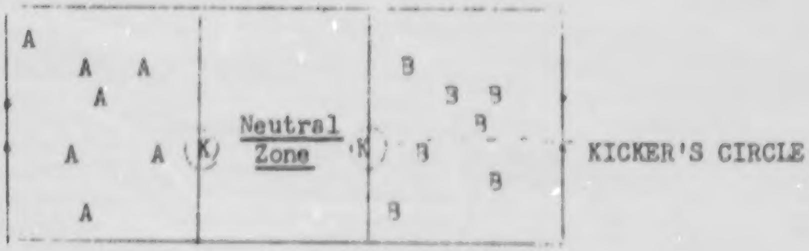
to the center line before throwing or kicking it. Each player securing the ball must throw or kick it himself and not give it to a teammate.

Scoring: Each ball that rolls or bounces over a goal line scores 1 point. Balls going across a goal line on the fly score 2 points.

Variations: (1) Players may not move with the ball, but may pass it to teammate who is in a more advantageous position. (2) Use more balls to increase the participation and activity.

3. Team Keep Away
.Passer stands still - other players may run.
.Incomplete pass ball dead opposing team ball
.Interception opposing team ball
.Fumble - opposing team ball - ball is dead.
.All players may now run. If ball carrier is tagged (one hand) play stops, forfeit ball to opposing team (free pass).
.Add ball advancement toward goal line. Team scores point(s).
.Add downs - ball carrier tagged ball dead start again
  - four downs for advancement failure to score forfeit ball
.Add scrimmage line - players stance (backfield and line)
  - center
  - rush delayed five seconds
  - block
.Huddle - make plans
  - signals if wanted
  - complete two passes in a row first down
.Punt - on fourth down team may punt
  - must tell if you are kicking
  - no rush
.Kick - if you score (touchdown) team gets a chance to kick an extra point
  - no rush
.Kick Off - after score, scoring team kicks to opposing team
.Game Variations - two hand touch - flag football
.Testing if desired

4. Punt Back
.Formation: Players divided into two equal teams.
.Equipment needed: Soccer ball for each game; football or soccer type upright goals if available. If not, use anything high enough (cut broom handles) that can be made into flags and put on end lines for goal markers.
.Number of players: 6 to 8 on a team
.Size of playing area: Minimum size for good results is 60 by 40 yards
.Scoring: When time permits, the team scoring three goals first wins.



.Explanation: Object of game is for each team to take turns punting ball back and forth to each other until one team gets ball in a position on field so that a kick through or over the opponent's goal markers can be made.
A successful goal is made when ball is kicked over end line and passes between goal markers either on ground or in air.
To start game, each team scatters to opposite ends of field and behind kicker's circle I (see diagram). A neutral zone exists between the teams. (This zone moves back and forth). Good field balance should be stressed. The ball is punted and opponents recover it as quickly as possible and punt right back. If ball is caught before it touches ground player may take five steps before punting ball.

5. Postball

Skills: Throwing, catching and running

Object of the Game: The offensive team advances the game ball by passing and running to the defensive team's zone, where a point can be scored by knocking the goal ball from the post. (Good for girls while boys play football)

Objectives:

1. To develop the over hand throw
2. To increase catching ability
3. To develop cardio-vascular endurance
4. To develop team work

Number of Players: 6-12 players (can be adapted to the class size.)

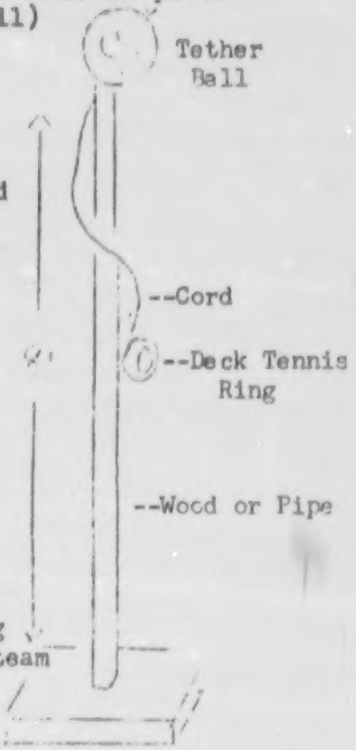
Scoring: A point is scored by Team X whenever the goal ball is struck from Team O's post. Team X will also receive a point if Team O accidently knocks the ball from their own post.

Equipment: One 6" playground ball partially deflated; a soft softball; teather ball; plastic bottle; or substitute for the top of a post.

Procedure:

Start of game

1. Toss of coin or similar method. Choice of ball or goal
2. Game will begin with official giving game ball to any center player (of team



that won toss) on his line B.

3. On official's whistle, offensive and defensive players move at same time.

Game Procedure

1. Ball is advanced by passing or running.
2. Players may pass any time.
3. Forward players may shoot for a goal any time, except when tagged inside the circle. Ball must be passed-out to teammate before another scoring attempt.
4. Defensive players may tag ball carrier to force him to pass or shoot.
5. Guards defend goal.
6. Player may run with ball if caught, but must stop within approximately 3 steps after being tagged. He must then pass or shoot for a goal.
7. Ball or player out of bounds, put in play same as basketball.
8. If player's knee touches ground when picking up loose ball, give ball to other team.
9. Players guard as in basketball. No body contact

Infractions and Penalties

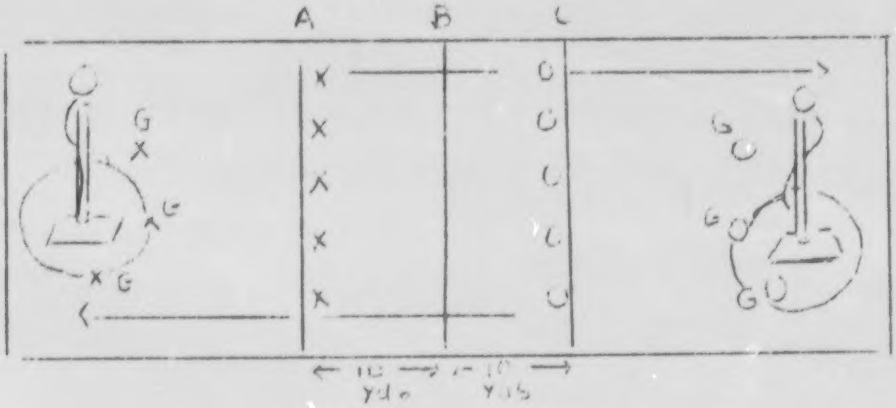
1. Violations
    - a. Running with ball after picking it up from ground
    - b. Guarding passer too close..there should not be any contact
    - c. Running more than 3 steps after being tagged (judgment)
    - d. Going out of one's own area or section of field
    - e. Holding ball more than 4 seconds while standing still
    - f. Stepping out-of-bounds
    - g. Kicking ball (intentionally or not)

    Penalty for all violtations is giving ball to other team at point of infraction.

2. Fouls
    - a. Pushing
    - b. Holding
    - c. Tripping
    - d. Any other undesirable conduct (official's judgment)

    Penalty for all fouls is free throw from point of infraction by offended player. Free throw may be attempt to score if in scoring area.

Positions for the start of the game:



O's forwards play from line C to opponent's end line (see arrow)
X's forwards play from line A to opponent's end line
Guards remain in designated zone.

After A Score
After forward line of team "X" scores, they must return to and touch middle line (line B). Guards of team O immediately throw ball to their forwards on line "C". When ball crosses line "C" "X" forwards may then seek possession of ball.

6. Passaway Football

Object of the Game: For the offensive team to score a touchdown by passing ball from one player to the other; for the defensive team to knock down the pass or get possession of ball by intercepting pass. There is no body contact or necessity to touch ball carrier as in Touch Football.

Players: Seven players constitute a team. (If agreed upon by the team captains, a greater or lesser number of players may be used.) One team should wear an identifying symbol so to be distinguished from the other.

Field: Size of field should be 40 yards long and 30 yards wide. Goal posts are not needed. Size of field may vary, however, with size, ability, and age level of group. The above mentioned distances may be used satisfactorily in the fifth and sixth grades.

Scoring: Each touchdown counts 6 points. Extra points each count 1. No safeties may be scored.

Time: In league or tournament play, the time limit shall be 16-minutes divided into equal halves with one-minute of rest at the half. Time limit may also be modified according to group.

Playing the Game:

Before game begins, two teams line up face to face and those players standing directly opposite one another guard one another. Players are then numbered from 1-7,making certain that two players who will guard one another have same number.

To start game, each team lines up on its own goal line. Receiving team is determined by the toss of a coin. Player #1 receives the ball for the receiving team and player #1 throws or kicks the ball for the kick-off team. After a touchdown is made, players then take turns in numerical order at throwing or kicking the ball to receiving team. Receiver is always player with same number as thrower.

Receiving, or "B" team lines up on goal line and receiver stands 10 steps in front of team. The throwing or "A" team stands on their goal line and thrower stands 10 steps in front of his team. Both teams may not move down field until ball is thrown.

Playing the Game (continued)

Each team will get four chances, hereafter called downs, to score. First play on the kickoff will count as a down. Upon receiving ball, receiver passes to one of his teammates. Teammate upon catching ball must stop and pass again. Passers may not run forward when passing ball but may run laterally or backward to elude guard and to get in a more favorable position to throw the pass. Pass must be thrown within six seconds.

Defensive team tries to (1) intercept pass or (2) knock it down. If (1) happens, defense then becomes offense and vice versa. The team with the ball tries to score by throwing a series of passes from one player to the other. If (2) happens, play then stops and teams line up in numerical order facing each other at point from which pass was thrown. Team "A" keeps ball for second down. Player who is next in numerical order from previous passer is new passer, and center is player who precedes new passer in numerical order. Defensive team must line-up one yard from ball. Passer counts aloud, "1, 2, 3, hike." Ball is centered on "hike" and offensive team goes down field to receive pass. Only player allowed to guard passer is player on other team who has same number. Players may not guard any closer than 3 feet.

If team "A" does not score on second down, ball comes back to line of scrimmage and above procedure is repeated for third and final down. Passer for this down changes and is next player in order; center is always player who precedes passer in numerical order.

If no score is made on fourth down, team "B" gets ball at line of scrimmage. Player on team "B" who has next number in order from passer on team "A" becomes the passer for team "B".

If team "B" intercepts a pass, intercepter must stop his forward motion and pass to one of his teammates. The initial pass after the interception will count as the first down. Play then continues as outlined above.

Fumbles - The ball is dead on all fumbles, and team that fumbled remains in possession. The two teams line up at point of fumble and play resumes. However, the passer who fumbled loses his turn at passing and next man in numerical order is new passer. It is assumed that all fumbles will be accidental. If a team deliberately fumbles so as to gain an advantage, the other team will be awarded ball.

All touchdowns must be made by passing ball over goal line.

After touchdown, the extra point may be tried in one play. Ball is placed two yards from goal line, the teams line up and player who caught touchdown pass throws for extra point. Preceding player in order is center. Extra point pass must be completed in one pass behind goal line.

Playing the Game (continued)

After a score has been made, scoring team returns to their goal line and throws ball to other team.

A throw off which goes behind goal line before team "B" touches it is called a touchback. Ball is brought out ten steps and put into play by having the two teams line up face to face. Play resumes with a pass from center with receiver acting as passer.

A throw off which strikes ground before receiver gets it remains in play, and receiver must pick it up and pass it from that point.

A throw off which goes out of bounds over side line must be taken over, providing receiver does not touch ball before going out of bounds. If he touches ball, it is put into play at point it was touched. Play begins with a pass from center.

Penalties: A team shall lose possession of the ball if:

1. Players are involved in unnecessary roughness. No body blocking allowed.

2. Passer runs forward to pass ball (Except when behind line of scrimmage).

Loss of down if:

1. Passer takes longer than 6-seconds to pass ball.

Offsides - Penalty is five yards. Team remains in possession of ball and passer loses his turn to next man in order.

Variations of the Game

After punting and place kicking have been taught, the ball may be punted or place kicked off at the start of the game and after a score.

Field goals may also be attempted after place kicking has been taught. The same applies for extra points.

Plays can be arranged so that the even number pass receivers go long and odd number receivers go short and vice versa.

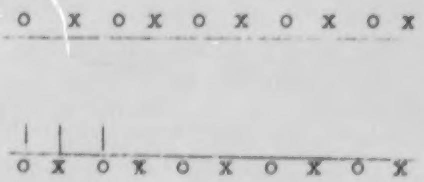
Punting may be allowed on the last down if team "B" indicates they are going to punt. Team "A" would then be allowed two players down field to receive the punt. There would be no rushing the kicker.

Grade Stress	HOCKEY	Comments
	A. Skills	
B4-6	1. Gripping the stick	Stress relaxed hands and wrist.
	2. Carrying the stick	Emphasize "Stick" rule.
	3. Dribble	
	4. Push - pass	Stress: Dribble ·tapping ball ·ball close to stick
	5. Fielding	
	6. Tackle	Stress: Push - pass ·hands apart ·wrists relaxed ·no backswing
	7. Bully	
B5-6	8. Flick	Emphasize: Bully ·bent body ·slight raising of sticks off ground
	Supplemental	
B5-6	1. Roll in (for regular field hockey)	Stress: Tackling ·positioning of body
	2. Corner	
	B. Activity	
	1. For passing and fielding skills	
B4-6	a. Partner passing	
	b. Circle passing	
	c. Shuttle passing	
	d. Pass exchange	
	2. For dribbling and tackling skills	
	a. Line weaving	
B5-6	b. Weaving dribbling	
	c. Line dribbling and tackling	
	3. Combinations of a. and b. plus shooting	
B4-6	a. Keep away	
	b. Offense against defense	
B5-6	c. Shuttle formation	

Grade Stress	C. Games	Flick	Dribble	Pass	Field	Tackle	Bully
B4-6	1. Hit and Stop			X	X		
	2. Keep Away	X	X	X	X	X	
	3. Goals	X	X	X	X		
	4. Modified Hockey	X	X	X	X	X	X
B5-6	5. Line Hockey	X	X	X	X	X	X

D. Explanation of Games

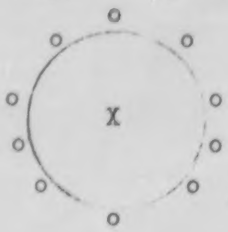
1. Hit and Stop



Players unlimited. Two straight lines 10 yards apart; players opposite one another are partners.

The object of game is to score the greatest number of hits in 1 minute. Players must stop ball (field or trap) then pass to partner. Each pass counts 1 point.

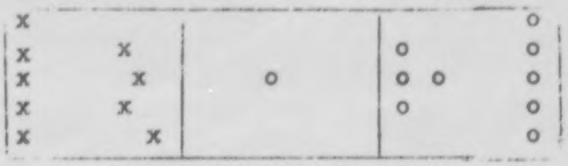
2. Keep Away



Players unlimited. Can use many circles

The circle players try to keep ball from player in center. If center player stops the ball, he changes places with the player who made the pass.

3. Goals

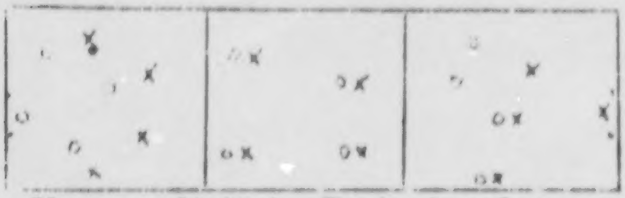


Players unlimited

The object of the game is to drive the ball over the opponent's goal line. Play is started by a bully in the center. Only the forward line may shoot for goals. If a back field player stops the ball, he must pass to a forward player. The players must not cross their boundary lines. A free hit is awarded for all fouls. One (1) point is awarded when the ball goes over opponents' goal line.

4. Modified Hockey

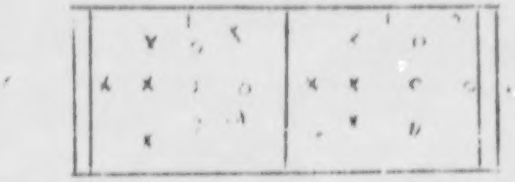
   a. Played on hard surface court



   Players unlimited. The hard surface court has 3 areas (2 Greek Dodge courts and 1 basketball court). Divide team into 3 groups and place them in their area. Players must stay in their areas.

   The game is started with bully in center area by 2 opponents. Goal can only be scored by the forwards. A roll-in will be used when the ball hits the fence on the side and a corner when the ball goes over the end line.

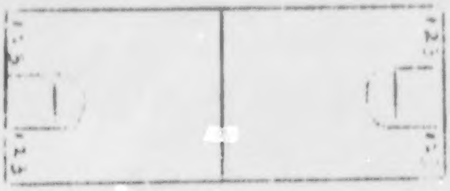
   b. Played on field or in multipurpose room



   Eight players on a team: 1 goalkeeper, 3 fullbacks, 4 forwards. The remaining players in the class may be placed along the side line like in "Side Line Basketball".

   Play is started with a bully by 2 players in the center. The players cannot cross the center line so the fullbacks must pass the ball to their forwards. The forwards will try to score a goal by hitting the ball or puck over the goal line. If played in the multipurpose room, the goal can be made by placing 2 chairs 4 feet apart at the end of the room, or by using 2 large balls placed in deck tennis rings.

5. Line Hockey (played similar to "Line Soccer")



Players: unlimited. Players are divided into 2 teams and players of each team are given a number.

Game: 1, 2, 3, or 4 numbers may be called. Players spread out on floor and 2 players go to center for the bully. A player from each team whose number was not called will stand between foul lines and be goalkeeper. Remaining players will act as fullbacks and if the ball comes to them, will stop the ball and pass it to one of their players on the court. After the bully, the teams on the court will try to shoot a goal which is between the foul lines. Teamwork is very important.

NOTES

Grade Stress	NET GAMES	Comments
	A. Skills	
	1. Throwing	Emphasize upward follow-through.
B4-5	a. One hand throw	Plastic balls aid in learning skills.
	(1) Serve	
	(2) Volley	Stress: Serve ·avoid open hand ·lock elbow ·contact ball at waist height ·accuracy ·follow-through ·flexible serving area ·body balance
	b. Two hand throw	
	2. Catching	
	a. Two hand overhand catch	
	b. Two hand underhand catch	
	c. Set up - two hand overhead hit	
	d. Set up - one hand overhead hit	
	e. Set up - two hand backward hit	
B5-6	3. Underhand serve	
	4. Volleying	Stress: Volleying ·keep eyes on ball ·position to receive ·finger control - "the ball is your friend" ·use of whole body
B5-6	a. Two hand overhand hit	
	b. Dig	
	(1) Forward	
	(2) Backward	**Emphasize:** Dig ·hands on top of one another, thumbs are parallel ·elbows tight ·arms straight
	(3) Sideward	
	c. One hand overhand hit	
	d. One hand underhand hit	
B4-6	e. Set up to teammate	
	B. Activity	
	1. Throwing and catching skills	
B4-5	a. Wall (one ball per pupil)	
	b. Shuttle (squads)	

Grade Stress	NET GAMES	Comments
	2. Serving skills	
B4-6	a. Wall (one ball per pupil or squads)	
	b. Shuttle (squads)	
	c. Alley (teams)	
B5-6	d. Spot (teams)	
	3. Volleying skills	
B4-6	a. Wall (one ball per pupil)	
	b. Shuttle	
	c. Circle	
	4. Set up skills	
B5-6	a. Circle	
B6	b. Shuttle	

Grade Stress	C. Games	Throw	Catch	Serve	Set up	Over-hand Volley	Dig
B4-6	1. Newcomb	X	X	X			
	a. Plastic/vinyl ball	X	X	X			
	b. Deck tennis ring	X	X	X			
	c. Medicine ball	X	X				
B5-6	d. Football	X	X	X			
B6	e. Cageball	X	X				
B5-6	2. Modified volleyball						
	a. Catch and hit			X	X	X	X
	b. Assist on serve			X	X	X	X
	c. One bounce			X	X	X	X
	d. Unlimited hits			X	X	X	X
B4-6	3. Deck Tennis Newcomb	X	X	X			
B6	4. Volleyball			X	X	X	X

D. Explanation of Games

1 & 2. Rules for Newcomb and Modified Volleyball

a. Object of Game:
Newcomb -- catch and throw the ball back and forth over the net without ball touching the ground
Modified Volleyball -- catch, set-up to self, and tap ball to a teammate or tap it directly over the net

b. Court:
The official playing space shall be 30 feet wide and 60 feet long. (Note: A smaller space may be used for indoor play depending upon the space available)

c. Equipment:
Beach ball, plastic ball or, volleyball
A volleyball net
Two upright supports with the net at least seven feet high

d. Players:
Team composed of nine players arranged in three lines of three players each. Interchange of position in a line is not allowed in classwork. A greater or smaller number of players may be on a team.

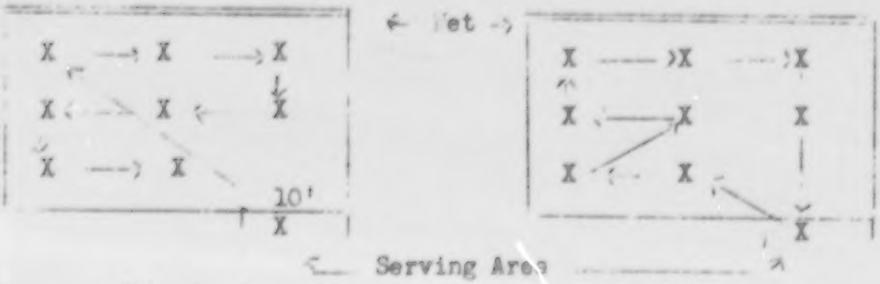
e. Time
Game shall be played in two halves of 10 minutes each with a 2 minute rest period between halves. At the end of the first half of the game, the teams shall change courts. The team with the highest score at the end of the second half shall be the winner. In case of ties, two additional periods of 2 minutes each shall be played until the game is won. (Note: In classwork, the length of halves may be increased)

f. Playing the Game
(1) Start
The team whose captain wins the toss of the coin starts serving. This advantage shall be reversed at the start of the second half. Server must serve from behind the right one-third of end line.

Server must stand with both feet behind end line. Ball is served by striking it with hand. Server may have one assist in getting ball over net. If ball hits net and goes over, another serve is allowed. If ball touches net again, it's a lost serve.

A ball which hits net and doesn't go over is a lost serve. The original server continues to serve until his team fails to return the ball. (Option: If competing schools agree, the serve may be made by throwing the ball instead of striking it. If the ball is thrown, no assistance can be given by teammates on the serve.)

(2) Rotation of Players
Rotate all players so each has an equal opportunity to serve. Diagrams 1 and 2 show two suggested methods of rotating.



(3) Scoring
One point is scored if the receiving team fails to return ball according to rules. If serving team fails to return ball, they lose serve. Only serving team can score points.

(4) Playing the Ball
Each team has three attempts with which to return ball
Each player may catch ball and set it up to themselves to bat over net or to a teammate (Except Newcomb--throw and catch).
A player may not take more than one step after receiving ball or hold ball longer than three seconds. Violation is same as a missed ball.
No player may play a ball twice in succession.
A ball other than the service which touches top of net and goes into opposite court is considered a good ball and must be played.
A volleyed ball which goes into net may be played on a rebound from the net.
Touching net or reaching over or under net causes offending team to lose point or serve.
Serving or volleying ball out of bounds loses serve or point for offending team. If a ball going out of bounds is touched by a player, he is responsible, and ball must be played in regular manner.
Options - Teams may be allowed a greater or less number of attempts to get the ball across net, depending upon ability.

3. Deck Tennis Newcomb

a. Players--the team may be composed of 6 players. (Size of team may vary)

b. Equipment--The ring shall be a regulation deck tennis ring. A regulation volleyball court may be used with the net at the height of 7-8 feet.

c. Time--By time limit or point limit

d. Playing the Game:

(1) Start--The team whose captain wins the toss of the coin may serve or receive. This advantage shall be reversed at the start of the second game. The best 2 out of 3 games shall determine the winner.

(2) Rotation--Members of the team may serve in any order desired, however, once this order is established, it must be maintained.

(3) Playing the Ring--When the ring is fairly served, the players of the opposing side try to catch it and toss it back across the net. Either a forehand or backhand delivery is allowed with the ring taking an upward flight; however, the ring may take any form of spin while in the air. The ring must not touch the ground during play, and must be promptly and continually returned. Play continues in this manner until the ring touches the playing surface.

Two players may catch the ring at the same time providing one player withdraws his hand at once and the ring is immediately returned. A fumbled ring may be recovered only by the player making the fumble and the returned throw must be made by hand-catching it. Passing is permitted.

(4) Scoring--A point is scored for the server's side each time the ring touches the playing surface in the receiver's court.

e. Fouls resulting in a point or loss of serve:

(1) Catching the ring with both hands
(2) Catching the ring with one hand and changing it to the other before making the return
(3) Allowing the ring to slide over the wrist in making a catch
(4) Batting the ring
(5) Holding the ring instead of making an immediate return
(6) Throwing the ring so that it fails to rise from the thrower's hand
(7) Feinting when making a return or serve

4. Volleyball (use regulation volleyball rules)

Grade Stress	SOCCER	Comments
	A. Skills	
B4-6	1. Dribbling	Stress: Dribble control push
	2. Passing	
	a. Instep kick - top of foot	Emphasize accuracy of pass.
	b. Instep kick - inside of foot	
B5-6	c. Instep kick - outside of foot	
	3. Trapping	Stress: Trapping body parts should give with ball trap, control, and then pass
B4-6	a. Foot	
	b. Chest	
	c. Inside of leg	
	4. Two hand overhead throw-in	
B5-6	5. Punting	
	6. Volley kick	
	7. Heading the ball	Stress: Heading eyes on ball hit ball with head
	8. Tackling	
	B. Activity	Emphasize tackling ball not player.
	1. For kicking and trapping	
B4-6	a. Wall, fence kicking	
	b. Roll and kick	
	c. Circle kicking	
	d. Kicking for distance	
	e. Goal kicking	
	f. Zig-zag kicking	
	2. For dribbling skills	
B4-6	a. Line dribbling	
	b. Shuttle dribbling	

Grade Stress | SOCCER | Comments

B4-6 c. Weave dribbling around obstacles

d. Circle dribbling

3. For throwing and trapping skills

a. Line throw and trap

b. Zig-zag trapping

4. For leading skills

B5-6 a. Line leading

b. Circle leading

c. Goal leading

5. For multiple skills

B4-6 a. Combinations of 1, 2, 3, 4

b. Offense against defense

Grade Stress	C. Games	Kick	Trap	Dribble	Throw	Head
B4-5	1. Soccer dodgeball	X	X	X		X
	2. Soccer long base	X	X	X		
B4-6	3. Square soccer	X	X	X		
	4. Soccer-kickball	X	X	X		X
	5. Line soccer	X	X	X		

D. Explanation of Games

1. Soccer Dodgeball

Similar to regular circle dodge, except you kick soccer style at people in the middle rather than throw the ball. When a middle player is hit, he helps get the others out by joining the outside kickers.
Variation: Primary grades may handle the ball with their hands, set it in place for themselves, then kick.

2. Soccer long-base

Players: 8 to 10 on a team. Teams unlimited

Game: Two teams play in a limited space in which a starting line is drawn. At right angles to the starting line and a 100 feet into the playing area, a base one foot square is drawn. As one team takes any position in the field, the other stands near the starting line. The batter places the ball on the base. He kicks the ball into the field, then runs to the base and back, as fielders try to put him out by trapping the ball, heading it or blocking it with both feet off of the ground, or by kicking the ball so it will hit the runner. Play until three on each side are out for an inning and play as many innings as desired.

3. Square Soccer

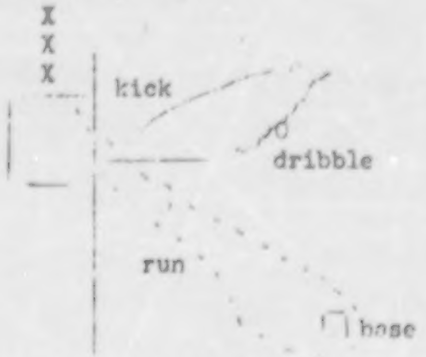
This is comprised of four teams around a square, each numbered player tries to get the ball, by soccer movements, through the team opposite from their line.

Players are called out by numbers as in "Steal the Bacon".

All line players act as goalies and protect their line.

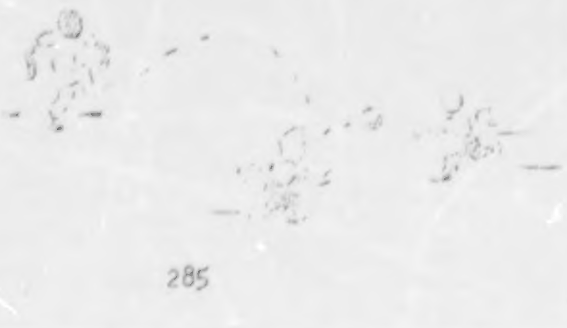
Roll or bounce the ball to start the game. Try to keep the players from colliding over the ball.

4. Soccer-kickball

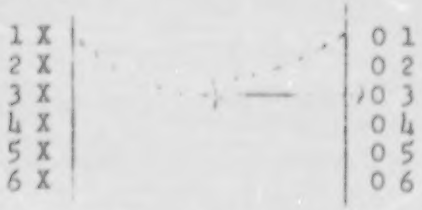


In this game, a batter kicks a fair ball in front of goal, then runs to base and back before fielders trap the ball, dribble and shoot through the goal. Runner scores if he gets home first. Teams change after three outs. Hands are not allowed.

A variation might be that the next batter in line acts as the goalie or fullback.



5. Line Soccer



Players are lined up as shown. Objective, for opposite players, as called by numbers, use soccer movements to shoot the ball past opposite line or goal. Other players are goalies and protect goal, or line. Can be used indoors or outdoors.

D. Additional Games

	Kick	Trap	Dribble	Throw	Head
1. Circle soccer	X	X	X		
2. Keep away	X	X	X		X
3. Modified soccer	X	X	X	X	X X

NOTES

Grade Stress	Softball	Comments
	A. Skills	
B4-6	1. Throwing	Emphasize: .Wrist snap & follow-through "Wave goodbye to ball"
	a. Underhand	
	b. Overhand	
	2. Catching	Stress: .flyball-fingers up .ground ball-fingers down
	a. Above waist	
	b. Below waist	
B5-6	c. Right side	
	d. Left side	
	3. Fielding	
B4-5	a. Ground ball	Stress: - Ground Ball .Hands on ground .Ready position-feet apart .Move to meet ball
	b. Fly balls	
	4. Bunting	
	5. Batting	Emphasize importance bunting
	6. Base running	Emphasize: Batting .Swing mimetically .Wrist roll .Arms extension .Step towards pitcher
	B. Activity	
	1. Throwing and catching skills	
B4-6	a. Wall throwing (a ball for everyone)	Emphasize on base running- modified sprinters start.
	b. Partner throwing	
	c. Zig-zag passing	
	d. Fly ball catching	
	2. Batting skills	
	a. Batting tee	
	b. Batting practice	

Grade Stress	Softball	Throw	Catch	Hit-ting
	C. Games			
	1. Tee ball	X	X	X
B4	a. Boys	X	X	X
B4-6	b. Girls	X	X	X
	2. Long base	X	X	X
	3. Beat ball	X	X	X
	4. One, two, three softball (scrub)	X	X	X
	5. Speed Up Softball	X	X	X
	6. Modified Softball	X	X	X
	7. Regulation Softball for Baltimore County Elementary Schools	X	X	X

D. Explanation of Games

1. Tee Softball

Players: Two teams, 9 players on a team.
Playing field: Softball diamond, 45-foot bases.
Players placed as in diagram.
Rules:

Have fielding team assume regular positions.

Place a batting tee (a standard to hold a softball) on home plate. Pitcher does not pitch, but catcher places ball on tee. Pitcher placed in box to field balls

Number players consecutively and bat in that order. Tee may be raised or lowered. No. 1 batter steps in box and calls "ready". Batter swings at bat level and tries to hit ball solidly.

Have batter hitting ball fair run the bases and fielding team throw to the base ahead of the runner to get him out. If batter misses balls, one strike; a foul ball, a strike; three strikes, out.

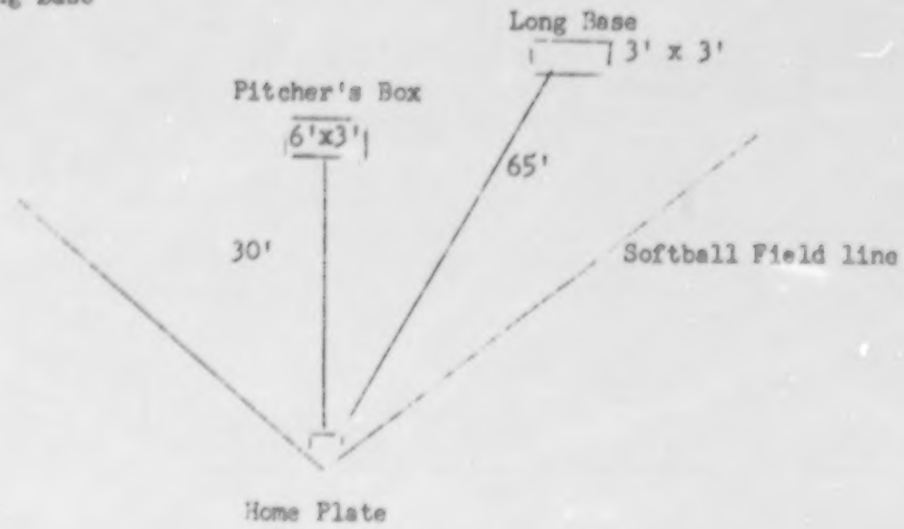
Rotate every fielding team member one position when a batter is put out.

Scoring: One run scored when batter touches all bases and home plate. Three outs, teams exchange places (5 or 7 innings count as game)

Grade
Stress

Softball

2. Long Base



Long Base

Equipment - a "soft" softball and softball bat shall be used.

Play area: The long base shall be sixty-five feet from home plate. This base must be placed to right or left of pitcher's position to avoid collisions. First and third bases are used only to designate and define "fair area". The long base may be a pole, large square drawn on the ground, etc. The pitcher's box is from thirty to forty feet from the home plate, or as agreed upon by officials.

Player: Two even sides of three or more players on a side. Pitcher, catcher, fielders. One of the fielders stays by the base. Players must run to "base" on anything that touches bat, foul tips, fouls, or fair balls, etc. A player must continue to bat until a "touch" is made. If a foul tip or foul ball is made by the player he must run to the base and must remain at the base until a succeeding player makes a fair strike. If a fair strike is made by the player he must run to base and then run home if he can. All players held at base by previous foul balls may run home on any fair strike. Three outs change the sides.

Outs are made by:
- Any fly caught
- Any person thrown or tagged out at long base or tagged out at home
- Any person tagged running between bases or any person tagged off at bases
- Any players on batting side being held at long base constitutes a side out
- Any player who "slings" the bat when starting for base.

Scoring: A point is made for the side at bat each time a batter reaches long base and returns home again or on a fair hit. Several players may be held at the base at the same time and all must wait until a "fair strike" before they can run home and score. (Note: All players returning home must tag the base.) For those not skilled in the knowledge of baseball, and for younger children, twenty-one points shall constitute the game, though a higher score may be agreed upon. For other players, seven innings shall be the official number for a game. In case of match games the players shall not be less than five on a side and as many more may be used as agreed upon by the captains and instructor.

3. Beat Ball

Players: Two teams, with 7 or more players on each team. Boys or girls can play
Playing Field: Softball diamond, 45-foot bases. Players play as in softball. (See diagram on Tee Softball)

The Game:

Have pitcher toss underhand to batter. If batter hits ball, he runs to first, second, third, and home without stopping.

Have fielders get ball to first baseman, who must touch base with ball in hands. First baseman throws to second on base, second baseman throws to third baseman on base, and third to home.

Call out any runner preceded home by ball. Ball must beat the runner home (not just base ahead) If runner beats ball home, runner scores one run for his team.

Outs: three strikes; fly ball caught, foul fly ball caught

Batters: numbered and bat in order

Scoring: one run scored when batter touches all bases, and home plate before ball.

Three outs: teams exchange places.

Game: 5 to 7 innings

4. 1-2-3 Softball

Players count off starting with #1.

Positions:

#1,2,3 - batters
#4 - catcher
#5 - pitcher
#6 - 1st base
#7 - 2nd base
#8 - shortstop
#9 - 3rd base
#10-left field
#11-center field
#12-right field

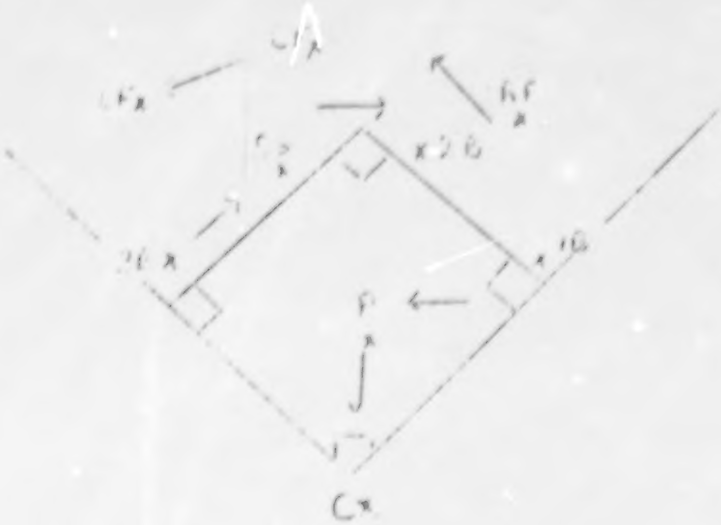
If there are more than 12 players, increase the number of batters and/or outfielders.

Rules: same as softball

Rotation:

If batter flys out he exchanges places with fielder who caught fly.

A player who grounds out or who is forced or tagged out goes to right field, players rotate as follows: RF to CF, CF to LF, LF to 3B, 3B to SS, SS to 2B, 2B to 1B, 1B to P, P to C, C becomes a new batter.



5. Speed Up Softball

Purpose: To add some lift to a normally slow game

Have regular softball positions. Batting team must supply a first base coach and a third base coach who will help the base runners.

Have only three pitches per batter. If batter doesn't hit in three pitches, he's out.

Have batting team supply pitcher from their own team. That pitcher may not play any hit ball or any ball thrown by the fielding team.

Have pitcher take his normal turn at bat and a new pitcher will take his place.

To change sides: The pitcher may pitch as soon as his batter is ready. (Be sure of safety). This means the former batting team will have to hustle to their playing positions to be ready for first batter. (Do not run near batting box)

Allow no bunting or stealing.

Have one of the batting team members catch if the fielding team does not have enough players to supply a catcher. But on any throws home to get a base runner out, a player from the fielding team must cover the throw to home plate.

Have sides change after three outs or all players have batted during a single inning.

Have first base coach call the outs at first and second base.

Third base coach calls the outs at third and home base. These coaches will also have their regular batting turn and a substitute will take their place.

6. Modified Softball

This game may be played in place of kickball for 5th and/or 6th grade girls. The degree of modification will depend upon the ability of the children. Using kickball base lines and a regular home plate, a volleyball, utility ball, or an 8½" playground ball is batted with a bat. The ball may be pitched or hit from a batting tee. Rules for Regulation Softball for Baltimore County Elementary Schools are used. (See next item #7)

When 5th and 6th grade girls have developed good playing skills; a working knowledge of rules; and playing strategy, they may be introduced to regular softball.

7. Regulation Softball for Baltimore County Elementary Schools

The rules of the Amateur Softball Association of America shall govern the play of this game with the exceptions listed below:

The diamond may be 50 feet on each side of a square for fifth grade boys and sixth grade girls.

In the boys' game, pitchers may be 35 feet from the outside corner of home plate. The girls' may be 30 feet from home plate.

A game shall consist of four innings or a time limit of 45 minutes. No inning shall start after 45 minutes unless game is tied.

A batter who throws his bat is automatically out and the ball shall be declared dead. Runners must return to the original base occupied when this pitch was made.

Regular spikes may not be worn on shoes. Little League rubber baseball shoes may be worn if desired.

No stealing is allowed.

No running on a dropped third strike is allowed.

The infield fly rule may be called or waived.

A runner may take a lead after ball has left the pitcher's hand and may continue to next base if a play is made on a runner.

A player may not steal home unless a play is made on any base runner including himself.

E. Additional Games

Grade Stress		Throwing	Catching	Hitting
B4	1. Long base tee ball	X	X	X
B4-5	2. Bat ball	X	X	X
B4-6	3. One pitch	X	X	X
B5-6	4. Hit through short	X	X	X

Drawing:
A Teacher's Guide to
Elementary School Physical
Education, Cochran,
Wilkinson, Farlow,
West Chester State College

INTEREST MOTIVATORS

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INTEREST MOTIVATORS

The Interest Motivator section is a collection of materials which have been found to be of value to pupils. Teaching time permitting, the teacher will find these activities to be of great value for the following reasons:

1. They provide a means of further utilization of basic skills by using them in different situations.

2. They provide the more skillful or advanced pupil with a challenge to his abilities and helps maintain his interest.

3. They provide a means to re-enforce and enlarge upon the base program.

4. They provide material to acquaint children with activities from different cultures, countries and times.

5. They provide an excellent opportunity for flexibility in the overall physical education program.

6. They may also be used in conjunction with the base program.

ACTION VERSES

Hands on your hips, hand on your knees.
Put them behind you, if you please.
Touch your shoulders, touch your nose,
Touch your knees, and touch your toes.
Now raise them up so very high.
And let your fingers swiftly fly.
Then hold them out in front of you
While you clap them, one, two, one two.
Your hands upon your head now place,
Then touch your shoulders, next your face.
Raise them up high as you did before,
Now clap them hard - one, two, three, four.

* * * * * * * * * * * * *

Stretch up high
Stretch down low
Raise your arms
And away we go.

Make a circle in the air,
Sweep your arms around.
Now the other --- do the same
And jump up off the ground.

We like to bend
We like to stretch
We make our muscles strong.
Bend stretch, bend, stretch,
All the whole day long.

First I bend my knees,
Then I stand up tall.
Down up, down up ---
Like a rubber ball.
First I'm short
Then I'm tall.

On my Head

On my head my hands I place;
On my shoulders. On my face.
On my hips and at my sides;
Then behind me they will hide.

I will hold them up so high:
Make my fingers quickly fly.
Hold them out in front of me,
Swiftly clap, 1 - 2 - 3.

* * * * * * *

Touch

I'll touch my hair, my lips, my eyes;
I'll sit up straight and then I'll rise,
I'll touch my ears, my nose, my chin,
Then quietly sit down again.

* * * * * * * * * * * * *

My feet can be together,
My feet can spread so wide.
My feet can slide beneath the chair,
And there they stay and hide.

We can jump, jump, jump,
We can hop, hop, hop,
We can clap, clap, clap,
We can stop, stop, stop.
We nod for yes, we nod for no.
We can bend our knees a bit
And sit down slow.

Action Verses

Right and Left

This is my right hand;
   Raise it up high.
This is my left hand;
   I'll touch the sky.
Right hand, left hand,
   Twirl them around,
Left hand, right hand,
   Pound, pound, and pound.

This is my right foot;
   Tap, tap, and tap.
This is my left foot,
   Pat, pat, and pat.
Right foot, left foot,
   Run, run, and run.
Left foot, right foot,
   Jump-jump for fun.

Face right, face left,
   Turn round and round.
Face left, face right,
   Jump up and down.
Right hand, left hand
   Clap, clap, and clap.
Right foot, left foot,
   Tap, tap, and tap.

Virginia Lee Maloney
Instructor Golden Book

* * * * * * * *

An Exercise Rhyme

Two light feet go tap, tap, tap.
Two small hands go clap, clap, clap.

A quick little leap up from the chair.
Two long arms reach high in the air.

Two light feet go jump, jump, jump
Two little hands go thump, thump, thump.

One small body turns round and round,
One little child sits quietly down.

Instructor Magazine

* * * * * * * *

Stand as high as a tree
Stretch as wide as a house
Stoop as low as an elf
Now sit quiet as a little mouse.

Going For A Walk

Going for a walk?
There are many ways of walking,
      you know.
You can walk forward, backwards,
And sideways; so let's go.

Let's walk with a thump,
Give a big jump
Over a tree stump.

Then hop on the left foot.
Hop on the right.
Tiptoe...tiptoe...
Now stomp with all your might.

Let's run...let's drag...
Let's zig...let's zag...
Let's slide...let's glide...
Then take a giant stride.

Let's skip along, whip along, or dance.
Lope along, mope along, or prance.
Trot along, plod along, or hurry.
Sweep along, creep along, or scurry.

Now why don't we trudge,
Or not budge,
Till we've eaten all our fudge.

While we're resting, let me think.
I've got it. Why we can slink-
Slink like a cat;
Or fly like a bat;
Or slither like a snake;
Waddle like a drake;
Clip-clop like a colt;
Whiz like a bolt;
Scamper like a pup;
March with a hip, hup;
Strut like a cock;
Or leap frog down the block.

Stop!
To look in the window of the candy shop.
Then spin away like a toy top.

Walking is fun.
Just pick up your feet high and prance-y.
And walk in whatever way you fancy.

Lili Artel
Instructor Magazine

Johnny Works With One Hammer

Action: Pound right fist on right knee.

Johnny works with 1 hammer,
One hammer, one hammer.
Johnny works with one hammer,
Then he works with 2.

Action: Pound both fists on corresponding knees.

Johnny works with 2 hammers,
Two hammers, two hammers.
Johnny works with two hammers,
Then he works with 3.

Action: Tap right foot along with both fists.

Johnny works with 3 hammers.
Three hammers, three hammers.
Johnny works with three hammers,
Then he works with 4.

Action: Tap both feet along with fists.

Johnny works with 4 hammers.
Four hammers, four hammers.
Johnny works with four hammers,
Then he works with 5.

Action: Move head forward and backward plus the other movements.

Johnny works with five hammers,
Five hammers, five hammers.
Johnny works with five hammers,
Then he goes to sleep!

* * * * * * * * * * * * * * * * *

Exercise

First touch your nose;
Now touch your toes.
Touch your hair;
Then touch the chair.
Touch your shoulders -- left and right
Wave your arms -- like birds in flight.
Now be quiet as a mouse
And tippy-toe around the house.

* * * * * * * * * * * * * * * * *

ACTION FINGER PLAYS

I have ten little fingers
And they all belong to me.
I can make them do things
Would you like to see?
I can shut them up tight.
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high,
I can make them jump low,
I can fold them up quietly
And hold them just so.

Verse	Action
Two little houses closed up tight.	Fists closed, thumbs closed in.
Open up the windows and let in the light.	Fingers and thumbs stretched.
The little finger people, tall and straight.	Palms to front, fingers erect.
Ready for first grade at half-past-eight.	Fingers erect, hands and arms move jerkily forward.
Here's a cup and here's a cup	Make fist of left hand and show it for each cup.
And here's a pot of tea.	Make fist with right hand. Extend thumb.
Pour one cup, pour two cups.	Pour tea into cups.
There's a cup for you and me.	
Here's a ball	Small circle made with thumb and index finger.
And here's a ball,	Large circle made by using both thumbs and index fingers.
And a great big ball I see.	Huge circle made with arms.
Shall we count them? Are you ready?	
One, two, three.	
Two little blackbirds	
Standing on a hill.	Hands on shoulders.
This one is Jack	Show hand.
And this one is Jill,	Show hand.
Fly away Jack,	Hand behind back.
Fly away Jill,	Hand behind back.
Come back Jack,	Hand on shoulder.
Come back Jill.	Hand on shoulder.
Two little blackbirds	
Standing on a hill.	
Here's a beehive, but where are the bees?	Make a fist, thumb closed in.
Hidden away where nobody sees:	
Now they are coming out of the hive	
One---two---three---four---five.	Show fingers, one at a time.
Buzz, buzz, buzz.	

This is the way we make a balloon, so, so, so.	Hands in front of body, palms flat together.
This is the way we blow our balloon, blow, blow, blow.	Pretend to blow into hands.
This is the way we break our balloon, oh, oh, oh.	Clap hands.

This is a choo-choo train, Puffing down the track.	Arms bent at elbow, go round and round like wheels.
Now it's going forward,	Four steps forward, wheels turning at sides.
Now it's going back.	Four steps backward.
Now the bell is ringing,	Arms pull as if pulling a bell rope.
Now the whistle blows.	Hands to mouth as if blowing a whistle.
What a lot of noise it makes	Cover ears with hands.
Everywhere it goes.	Arms outstretched to indicate everywhere.

This is my right hand,
I'll raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

Ten little soldiers standing in a row.	Show the ten fingers, palms outward.
They all bow down to the captain, so.	Close and then open fingers.
They march to the left,	Move both hands to left.
They march to the right,	Use marching motion.
They all stand still all ready to fight.	Hands still, fingers upright.
Along came a man with a great big gun	
Oh, you should see those little soldiers run.	Running motion.

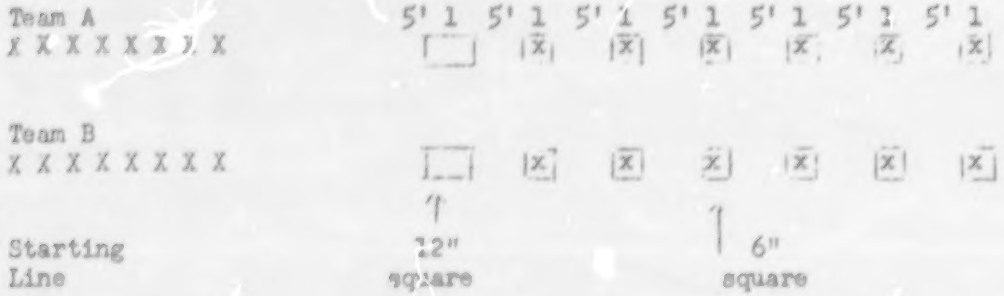
I'm a little teapot, short and stout.	
This is my handle,	Right hand on hip,
This is my spout.	Left hand in air.
When I get steamed up, then I shout.	
Just tip me over and pour me out.	Bend body to left.
I'm a very clever pot, it's true.	
Here's an example of what I can do.	
I can change my handle and change my spout.	Change position of hands.
Just tip me over and pour me out.	Bend body to right.

BLOCK RELAY

I. Players: A block relay team shall be composed of 8 players and two substitutes.

II. Equipment: A. Six blocks (1½" x 1½" A. B. C. blocks) or nonrolling objects
B. Starting lines - one 12" square drawn 5' in front of starting line; six 6" x 6" squares at 5' intervals. Lay-out on court.

III. Formation



IV. Rules:

A. Place blocks, one each, in the 6, 6" squares. At the starting signal, the number one runner retrieves the blocks, one at a time, and places clearly within the 12" square. When all six blocks are retrieved and within the 12" square, the #1 runner touches the hand of the number two runner and that runner replaces the blocks, one at a time, within the 6, 6" squares. This continues with players three, five and seven retrieving the block and players, four, six and eight replacing blocks. When number 8 runner has finished replacing the 6 blocks and crosses the starting line that team is finished. Each player as he finishes should go to end of his line and kneel down.

B. Have all runners waiting their turns keep both feet behind starting line until their hands touched. Violation of this rule is disqualification of team.

C. Have all blocks placed within the squares so they do not touch any line. Officials may request a player to return and place a block within the square, before the runner picks up the next block. Failure to return and place block within square will result in disqualification of team.

BOWLING RELAY

I. Players: 8 Bowlers - 1 pin boy

II. Equipment: 1 duck pin, 1 softball each team

III. Distance: 30 ft. from foul line to pin. Set up on hard surface court.

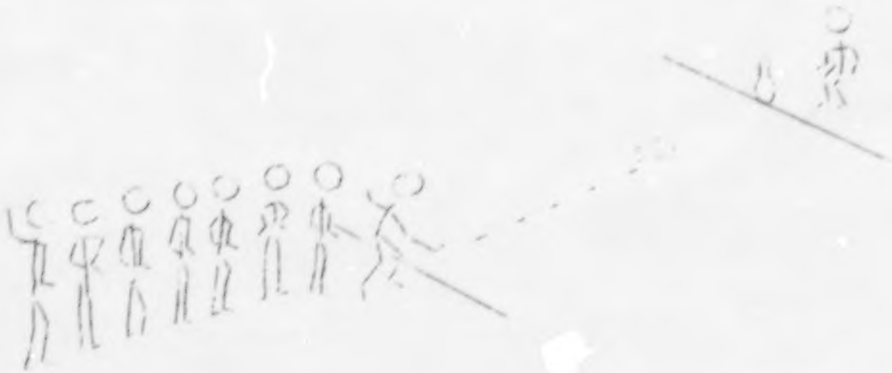
IV. Officials: Foul line judge who is also starter, 1 score keeper each team

V. Relay: Have bowlers roll 1 ball in rotation and continue until team has knocked pin down 8 times. Bowler goes to end of line for next turn. Pin boy resets pin and rolls ball back.

VI. Foul Line: Don't count score if bowler steps on or over line. Judge may stop action with whistle and declare ruling.

VII. Pin Boy: Roll ball back, don't interfere with opponents pin or ball, pass in back of opponents pin to retrieve own ball. Judge may disqualify team if, in his opinion, interference is deliberate.

VIII. Ricochet: Score for opponent toward his 8 knockdowns if ricochet from own pin knocks down opponent's pin.



COMBAT GAMES

Russell Marshall

Combat games are a fight or struggle in which one or more players try to achieve mastery over an opponent, for example, hitting him, throwing him to the ground, or keeping out a designated area. The principle and final objective of each player is to achieve mastery over his opponent. The games of this class are in four divisions.

Division One: Line Charging Games

In this division, a man charges against a line formed by other players, and tries to force his way through the line. In some games only one or two players charge the line; where as other games, one whole team may charge a line made up of another team.

Hitting the Line

Players are two teams. One team forms a straight line with hands joined. One player from the other team tries to break through the line. He is allowed three tries and may climb over, crawl under, or break through the hands. If he succeeds in breaking through, he scores one point for his team. Then the second team forms a line and the first team sends a player to break through. The two teams alternate until everyone has had a chance. The team with the larger number of successes is the winner.

Here I Buy, Here I Bake

This game is Bull-in-the-Ring with an element added. All players join hands firmly in a circle except one who is the Bull inside the circle. The bull touches a pair of hands, saying "Here I Buy." He moves to a second pair of hands and touches them, saying "Here I Bake," then a third pair with the words "Here I Make My Wedding Cake." Suddenly he lunges at a fourth pair, saying "Here I Break Through." If necessary he repeats process until Bull breaks through, and when he breaks through he is chased by others in ring. The two players who are holding hands where the bull breaks through do not run. This is to prevent the bull from escaping so easily.

Chain Break

One team joins hands in a circle. The other team joins hands in a second circle within the first. The outer team faces inward, the inner team outward. At a signal, the outer circle moves in a clockwise direction and the inner circle moves in the opposite direction. At a second signal both circles stop moving, the men of the inner circle drop hands and attempt to crash through the outer circle. At the end of ten seconds a third signal is sounded; all stand still and one point is given for each inside player who has escaped. The teams form again with position reversed, the game is repeated and scores compared. A round is considered when both teams have had a chance to break through the other team. Play three rounds and total up the scores. Team with the most points is the winner.

Variation (Chain Break)

Players can be divided into three or more teams instead of two. One team forms inner circle, while others form outer circle. Teams take turns in the inner circle and scores are compared.

Line Football Crash

Players of two teams face each other on hands and knees, shoulder to shoulder. Each team tries to break through the other line and at the same time keep the opponents from breaking their own line. Crawling and submerging are legal, but all players must keep hands and knees on the ground. At end of two minutes, team with most men breaking through is the winner.

Division Two: Wrestling and Sparring Games

In this division a player may strike another, throw or unbalance him.

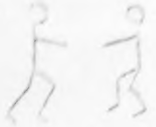
Balloon Battle (Team Form)

All players are within one large circle, each with a toy balloon hanging to a string tied to his wrist. The players are in two distinguishable teams and continues until one team is entirely eliminated.

Tail Fight

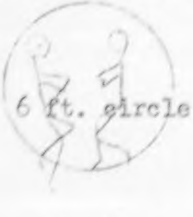
All players are in one large circle, each with a piece of cloth hanging from his belt in the back. The cloth may not be tied on the belt but under it. At a signal each man tries to snatch the cloths from the belt of the others. When he loses his cloth he leaves the game, which continues until only one man is left.

Arm's Length Tag



Two players stand facing each other with their right arms stretched out without bending. Each tries to tag the other without being tagged himself. Touching each other's hands does not count. The score is 21.

Ring Shoulder Shove



Two contestants enter the circle, fold arms and raise the left foot. The object is to shove the other out of the circle or cause him to drop his foot.

Division Three: Fight-for-Object Games

In the games of this division, players struggle to secure possession of an object or to move it to a certain place.

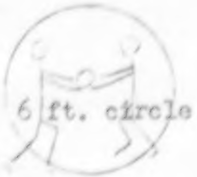
Rope Rush

Players are in two teams, each behind one of two parallel goal lines about 30 feet apart. Midway between the lines a heavy rope is placed on the ground perpendicular to the lines, and with the middle of the rope clearly marked. At a signal, all rush for the rope, grasp it and start to pull, each man pulling toward his own base line. If either team pulls the middle of the rope over the goal line within two minutes, that team is the winner; if neither team succeeds in doing this, the winner is the team with the middle of the rope nearer its goal at the end of two minutes.

Sack Rush

Two teams form on parallel goal lines about 50 feet apart. Midway between the goal lines is a heavy sack filled with old paper and firmly tied. At a signal all rush for the bag and each team tries to carry it back across their own goal line. Players may try to advance the sack toward their own goal line or engage the enemy team so as to keep it from advancing the sack.

Ball Fight



Two contestants stand facing each other in a six ft. circle. They place both hands on and around a basketball or soccer ball, held chest high between them. On signal they try to take the ball away from each other or to force the opponent to step outside the circle. All tactics are fair except unnecessary roughness.

Corner Mat - Rush

Players are in four teams, each in one of the corners of the gymnasium. In the center of the court are four small gymnasium mats, each assigned to one team. At a signal, each team rushes for its mat and tries to take it back to their own corner. The first team to arrive with the mat is the winner. Players may work on advancing his own mat or on hindering the opponent.

Do or Die

Divide players into two groups and bunch them about 15 feet apart. Give the captain of each team a folded slip with instructions written on it. On signal the captain opens his slip and reads it to his team, and they immediately attempt to carry out the orders. For example, one slip might read "Leave the Room" and the other team's slip, "Don't let anyone leave the room."

The following orders may be suggestive:

Team 1 - Climb on the platform
Team 2 - Don't let anybody climb on the platform
Team 1 - Sit on the floor
Team 2 - Don't let anybody sit on the floor.

Division Four: Fight for Position Games

The games of this division on those in which men grasp others and try to force them to move, they may try to eject the others from a certain area, to push or pull them across a certain line, or to force them into an area or against an object.

COMBAT GAMES

Master of the Ring

All players stand on a large gymnasium mat, or within a circle or rectangle marked on the floor, with arms folded on chests. Each player tries, by bucking and pushing, to eject any one of the others from the mat. One who touches the floor off the mat, or falls or unfolds his arms leaves the game. The game continues until only one man is left.

Ditch Tag

Two teams face each other separated by a line on the floor between them. At a signal, players of each team reach over the line and try to grasp the opponents and pull them over the line. A player is caught when his body is completely over the line and touching the floor on the opposite side. Any number of men may combine against one opponent or pull a teammate who is in the grasp of an opponent. When a player is over the line, he leaves the game. Game is played for 2 minutes. Winner is determined by counting the survivors at the end of this time.

Variation (Ditch Tag)

When a player is pulled over the line he becomes a member of the opposing team and play continues until all are on one side. This form of the game is illogical and provides no sound method of scoring; nevertheless, it provides vigorous and fascinating activity.

Free Lift

The players move about the play area as they wish. On a signal each player tries to lift another player so that both of his feet are off the floor. A player once lifted is out of the game. Players may help each other. The last player left is the winner.

Below is a list of other combat games that can be used for the intermediate grades:

Badge Pull (Collar Pull) - Division Four
Bone of Contention - Division Four
Cock Fight (Kangaroo Fight, Duck Fight) - Division Four
Crab Fight - Division Four
Four Square Tug - Division Three
Indian Hand Wrestle - Division Two
Indian Leg Wrestle - Division Two
Poison Fight - Division Four
Ride the Rail - Division Three
Tire Wrestling - Division Two

EXPLORING WITH HOOPS - ADVANCED

Roll hoop around waist, kneel and stand without stopping roll.

Roll hoop around waist. Continue rolling hoop while moving it up body to neck, roll around neck, then back down to waist.

Roll hoop around neck. Without interrupting roll, move hoop gradually up arm held over head, to wrist, then back down to neck.

With arm held over head, roll hoop around wrist, work hoop to fingertips, toss into air, catch on other arm without interrupting roll.

Use a Hoop As Jump Rope

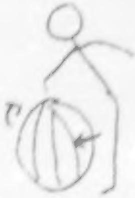
a. Swing hoop alternately forward and backward. Jump the hoop as it swings alternately forward and backward.

b. Swing hoop forward in complete circles and jump. Swing it backward in complete circle, jumping backward.

c. Hold hoop to one side. Swing complete circles sideward and jump sideward.

Individual Stunts With Hoop

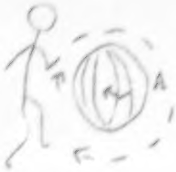
a. Roll hoop to a given point by steering it with one hand.



b. Spin the hoop: Hold upper rim loosely. Put hoop into rotation around its vertical axis.

c. Spin the Hoop and Run: Put hoop into rotation around its vertical axis and run around it and catch it before the spin dies down.

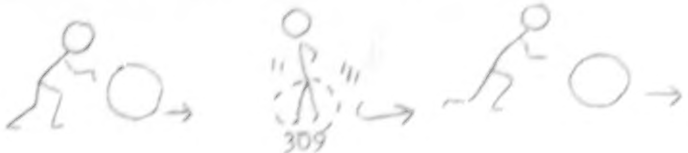
d. Who can run faster than the hoop? Start it rolling and try to out run it.
Who can run around it and immediately drive it on? Same action as above, but when on other side of hoop use hand to push it on again.



A Hoop and Two Partners

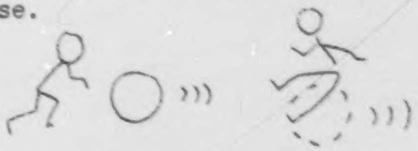
a. Partners face each other and try to roll hoop to each other. Distance between partners may be increase as skill improves.

b. "A" rolls hoop towards "B" - "B" straddle jumps over rolling hoop - about faces - catches it. Repeat, "B" rolling to "A".

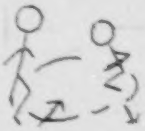


A Hoop and Two Partners (continued)

c. "A" rolls hoop, "B" runs obliquely toward hoop and leaps it with a scissor style jump over the rolling hoop without interrupting its course.



d. "A" stand on outside of hoop while "B" stands inside hoop. As "A" jumps into hoop "B" must jump out backwards. Then "B" jumps in forward while "A" jumps out backwards. An interesting game can develop by how rapid each one jumps.



Free or Floor Exercise

Free exercise can be a very spectacular, creative, and artistic event. It combines flexibility, agility, and strength in a continuous pattern of movement; it is planned in a design that is flowing and pleasing to watch. Free exercise combines ballet movements, tumbling, and other movements which do not belong in either catagory. It affords creativity and artistry on the part of the performer, and allows for individuality. It must have design, be held within boundaries of a specified space, and allow for freedom of individual experimentation.

A free exercise routine should include tumbling, ballet, some floor free exercise skills, some standing skills, and some aerial skills. These must be continuous and flow easily from one movement to the next. Compositions for girls stress dance moves; compositions for boys contain less dance but does add moves of strength and power.

A suggested teaching sequence for progressing to Free Exercise includes:

1. Tumbling
2. Agility moves
3. Flexibility moves
4. Balancing
5. Ballet moves
6. Strength moves

These moves can be further defined as:

1. Floor skills - those performed on or near the floor
2. Standing skills - those movements which are or start from a standing position
3. Inverted position skills - all tumbling movements
4. Aerial skill - those moves in which gymnast leaves floor
5. Strength or power skills - those moves in which the boy gymnast holds a static position or exerts power as in a press.

After these type of moves are learned they are then combined into a composition. Routines may be performed to music.

FRISBEE BASEBALL

Frisbee baseball is played as regular baseball with the following exceptions:

1. There is no pitcher. A player may play in the pitcher's position but acts as an extra infielder.
2. Batter throws Frisbee and runs bases.
3. If runner leaves base on a caught long Frisbee fly, he must return to base.
4. If Frisbee is thrown home before runner returns to base, runner is called out.
5. When played on court:
   a. Over the fence is a home run.
   b. No more than nine players
6. When played in the street, on a parking lot, or in the field:
   a. Establish an automatic home run line.
   b. May use more than nine players
7. No bunting. A thrown Frisbee must go past the pitcher's mound.
8. Cannot go past homeplate - this counts as a foul.
9. Four fouls are an out.
10. No strike-outs.
11. Runner can be hit by thrown Frisbee for an out.
12. On an overthrow in fair territory, a runner may advance as many bases as possible at own risk.
13. On an overthrow in foul territory, runner may advance one base at own risk.
14. No stealing

Names of Originators

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Note:

The five originators of this game are pupils from Hillendale Elementary School. Since children enjoy developing new games, teachers should stimulate them to be creative in devising new activities.

FUN WITH INNER TUBES

Rolling Fun

1. Roll a tube to a line and back. See who can do it in the shortest time. With two or more tubes, compete in a relay race.

2. Push a tube to roll it for distance. Or while the tube is still rolling another person can try to throw a ball through the middle of it, hit it with another rolling tube, or dive through it.

3. Roll a tube rather than throw a ball for dodge ball.

4. Roll a tube instead of a ball for boundary ball.

5. Mount an upright tube from a box or another tube that is horizontal, and "ride" it forward. Larger persons can mount the tube while rolling it ahead of them.

6. A person crouches inside an upright tube with his legs astride the tube. By pushing on the tube with his hands or body he can move it forward. Race against the clock or other tube "drivers."

7. Push a tube to make it roll between two objects such as chairs, cardboard boxes, or bowling pins.

8. One person holds a tube upright. Another person tries to make it roll as far as possible by hitting it with his hands or shoulder.

9. A person curls up in the middle of an upright tube. He can then be rolled in a relay race or down a gentle slope.

10. What games can you invent, using the tube as a wheel?

Bouncing Fun

1. Stand on a horizontal tube and jump as far as you can. It helps if someone holds the other side of the tube.

2. Two or more persons hold hands and jump on a horizontal tube. Eliminate each round the person who loses his balance first to determine the winner. To increase the difficulty move around as you bounce or stack two tubes.

3. Stack two or more tubes. Persons sit astride the top tube and "ride" it by moving forward as they bounce.

4. Stand one tube upright on a horizontal tube. A person on each side holds the upright tube. Another person jumps on one side of the horizontal tube and leapfrogs over the upright tube. If the jumper can't clear the tube, the side persons can release it to cushion his fall.

5. Tie several tubes together and cover with tumbling mats. Use for high jump pit cushion or gymnastic platform.

Bouncing Fun (continued)

6. Stand on the inside rim of an upright tube, hold on to the upper rim and bounce the tube forward like a pogo stick. Or see how long you can balance in this position without putting a foot on the ground.

7. What bouncing games can you create with the tube?

Other Fun

1. Run to a horizontal tube from a starting point, jump into the middle of it, and crawl under the tube and run back to the starting point. Race against the clock or use several tubes in a relay race.

2. A person runs while in the middle of a horizontal tube either with it on the ground or while carring it.

3. As many persons as possible sit on the rim of a horizontal tube with their feet in the middle of it. At a signal all scramble out. Last one out is eliminated each round to determine the winner. Increase the difficulty by having everyone scramble out and back in. Or stack the tubes two or three high.

4. Use several tubes for an obstacle course. Walk around the rim of one, crawl under or through another, jump completely over another, and bounce from one to another.

5. Play follow the leader with several tubes.

6. Flipflop a horizontal tube to a line and back. To increase difficulty, do this while standing in the middle of a tube. This means that after one has looped the tube over his body he will have to climb back into the middle of the tube to repeat the process.

7. What other things are fun to do with the tube?

HOP SCOTCH

Definitions

1. A Hopping Pose is one taken when all the weight is on one foot and no progress is being made.
2. A Hop is the act of making progress from a starting pose with all weight on one foot to a finish pose with all weight again landing on that same foot.
3. A Jump is the act of making progress from a starting pose with weight on one or both feet. During the act, there is an instant when neither foot is touching the ground. From left foot to left foot is a Hop. From left foot to right foot or vice-versa is a jump and is not permissible.
4. A Step is the act of making progress from one foot to the other while at no time are both feet in the air at once. One or the other foot is constantly in touch with the ground.

RULES

Starting Position

Contestant shall stand in hopping pose on one foot beyond the baseline of court with puck in one hand. In tournaments which consist of two rounds of the eleven stunts, the first round must start from right foot, the second round from left foot.

Stunt No. 1

a. Toss or drop puck into square No. 1.
b. Hop into square No. 1.
c. Take any number of hops in square without touching any line with hopping foot or any other part of the body, before, during or after touching puck in square with hopping foot only.
d. Kick puck out of square over and beyond baseline.
e. Finally, hop out of square over and beyond baseline. Don't step out. If no error has been made, proceed to Stunt No. 2.

Stunt No. 2

a. From starting position, toss puck into square No. 2.
b. Hop into square No. 1 and then into square No. 2.
c. Take any number of hops while moving puck to a good position in square No. 2, and then kick it directly out beyond baseline.
d. Finally, retrace course outward by hopping into square No. 1, then hopping beyond baseline. If no error, proceed to Stunt No. 3.

Stunt No. 3

a. From starting position, toss puck into triangle No. 3.
b. From this position jump into squares landing with right foot in No. 1 and left foot in No. 2 at the same time.

c. Jump from both feet and land on either foot in triangle No. 3.
d. When ready, after pushing or sliding puck with hopping foot, kick puck toward or beyond baseline. If it stops in a square of smaller number without resting on a line, it must be retrieved as follows:
e. Return by jumping into squares 1 and 2 with right foot in No. 2 and left foot in No. 1 at the same time. If puck has reached No. 1 square, raise right foot and, while hopping kick puck out with left foot. If puck reached No. 2 square, raise left foot and kick puck over baseline while hopping on right foot. Then hop directly beyond baseline. If no error, proceed to

Stunt No. 4

a. From starting position, toss puck into triangle No. 4.
b. Advance as in Stunt 3 to triangle 3 and hop into triangle 4.
c. Retrieve puck as in Stunt 3.
d. Hop into 3 and return as in Stunt 3. If no error, proceed to

Stunt No. 5

a. From starting position, toss puck into triangle No. 5.
b. Advance as in Stunt 4 and hop into triangle No. 5.
c. Retrieve puck and return as before. If no error, proceed to

Stunt No. 6

a. From starting position, toss puck into triangle No. 6.
b. Advance as in Stunt 3 to No. 3.
c. Jump to alight with right foot in triangle 4 and left foot in 5 at same time and jump from both feet to land on one foot in triangle 6.
d. Retrieve puck as before
e. Return by jumping to alight with right foot in 5 and left foot in 4 at the same time, jump into 3 with one foot only, jump into 2 and 1 with right foot in 2 and left foot in 1 at the same time and jump out beyond baseline to land on one foot. If puck was kicked only to No. 4, raise right foot and kick puck further out with left foot while hopping. If in No. 5, retrieve it while hopping on right foot. If no error, proceed to

Stunt No. 7

a. From starting position, toss puck into rectangle No. 7.
b. Advance as in Stunt No. 6 and jump to land on both feet at same time in rectangle 7.
c. Walk about in 7, moving puck with foot or feet along until in position to retrieve it by kicking it out over baseline or into a space of smaller number.
d. Take hopping pose before kicking puck and return by hopping into triangle 6, and continue out as before. If no error, proceed to

Stunt No. 8

a. From starting position, toss puck into semicircle No. 8.
b. Advance as before to 7 and when ready to progress to space 8, raise either foot and hop out of rectangle into semicircle, landing on one foot.
c. Retrieve puck as before.
d. Return by jumping to land on both feet at the same time in rectangle 7 and when ready continue as in Stunt 7. If no error, proceed to

HOP SCOTCH

Stunt No. 9

a. From starting position, toss puck into arc No. 9.
b. Advance as in Stunt No. 8 and hop into No. 9.
c. Retrieve while in hopping position by picking up the puck by hand from arc No. 9. Do not allow a finger to touch the ground.
d. Return by hopping into semicircle and continue as in Stunt No. 8, carrying puck in hand. If no error, proceed to

Stunt No. 10

a. From starting position, toss puck into arc No. 10.
b. Advance as in Stunt No. 9 and hop into arc No. 10.
c. Pick up puck while in hopping pose.
d. Return by hopping into No. 9, then hop into semicircle 8 and return as before, stopping for a few seconds, rest on both feet in No. 7, if desired

Stunt No. 11

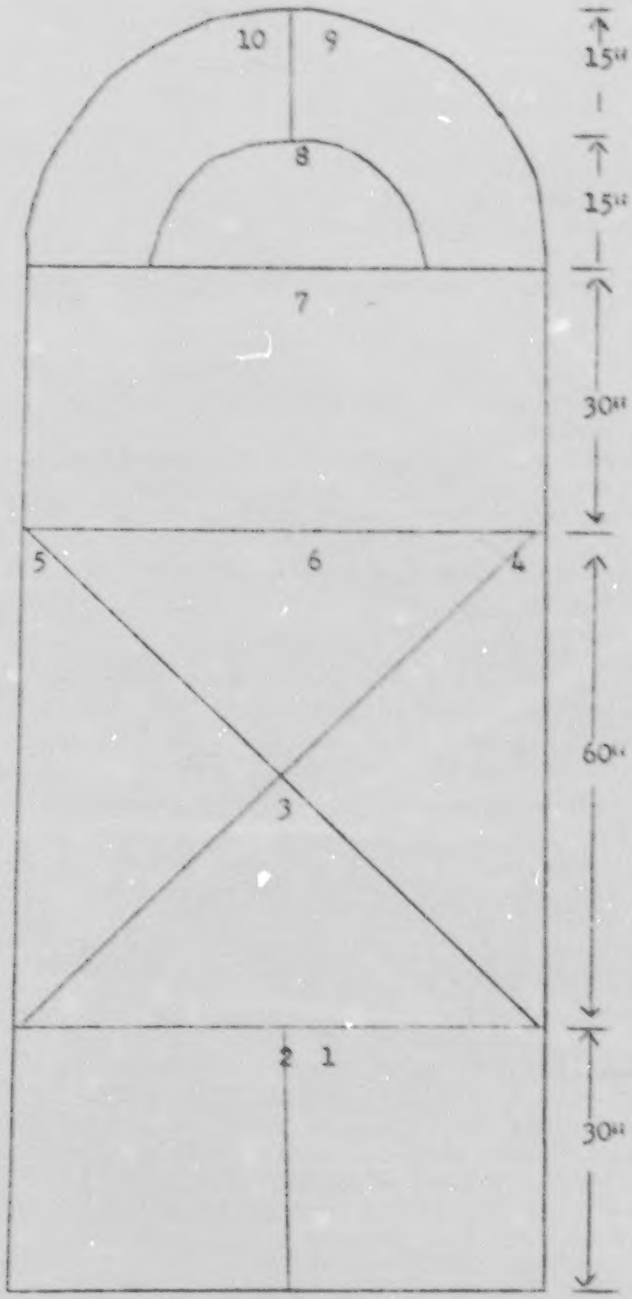
a. From starting position, without tossing or carrying puck, advance as in Stunt 8 to semicircle.
b. Jump to land on both feet at the same time with right foot in arc 9 and left fooot in arc 10.
c. Jump about face and reverse position of feet (left foot in arc 9, right in arc 10.)
d. Return by jumping to land on one foot in semicircle and continue out according to Stunt No. 8.

FOULS, ERRORS, OR MISSES

The following are penalized by loss of turns:

1. Tossing puck while not in proper hopping position back of baseline. Leaning over baseline is allowable.
2. Puck, on throw, comes to rest so that a vertical line dropped from any edge of puck intersects one of the court lines. Puck is not entirely in designated space.
3. Puck, on kick, comes to rest so that a vertical line dropped through any part of it touches a court line.
4. Puck, on kick, passes out of court over a side line, not the baseline.
5. Touching any court line with footwear or coming to rest on a foot so that a vertical line dropped through the footwear would touch a line.
6. Touch a finger or any part of body except foot to floor when playing or picking up puck.
7. Taking a step when play requires a jump or hop.
8. Taking a jump when play requires a hop.
9. Any irregularity in progression as judged by the umpire.

REGULATION HOP SCOTCH COURT



10
9
8
7
6
5
4
3
2
1
15"
15"
30"
60"
30"
30"

Each line should be 2 inches wide.

LADDER HOP SCOTCH

Variation 1

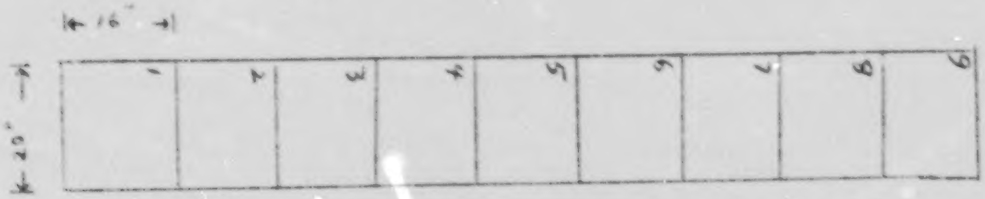
Toss the heel into 1 and hop into 2 over 1. Returning hop into 1 and kick the heel out of the court, and hop out. Toss the heel into 2. Hop into 1, over 2 and into 3. Return by hopping to 2 and kicking heel out of court through 1, then hopping into 1 and out. Continue this procedure through the ninth block.

Variation 2

Toss the heel into 1 and hop into 2 over 1 and continue hopping up to 9. Return hopping to each block, stop in 2, pick up the heel in block 1 and throw it out of the court beyond 1. Then hop into 1 and out of court. Continue this procedure through the ninth block.

Stunt 1. Stand in front of 1 on one foot. Toss a rubber heel or small stone into 1. Hop over 1 into 2 and pick up heel from 1 and throw it out beyond 1. Then hop into 1 and out of court. Stand in front of 1 again and throw heel into 2. Hop, into 1, over 2 and into 3. Pick up the heel from 2 and throw it out beyond 1. Hop into 2, 1 and out of court. Continue this procedure through the ninth block. When heel is in 9, the player hops over 9 and out of the court, picks up the heel from 9 and throws it out beyond 1. Hop into each block as before.

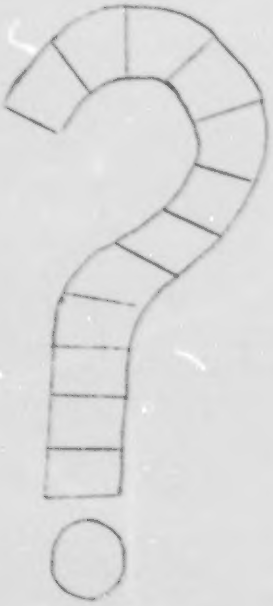
Fouls.
- a. Heel thrown into wrong block.
- b. Heel resting on a line.
- c. Heel not passing over block 1 when being tossed out of court.
- d. Player hopping into the same block as the heel.
- e. Fingers touching the ground when picking up the heel.
- f. Foot touching line of the diagram.



QUESTION MARK HOP SCOTCH

The diagram is drawn on the floor or cement sidewalk and the first player stands in the circle than hops into each block of the question mark and returns, jumping two feet into the circle. If successful, the player place his initials in the block in the same manner as in Snail Hop Scotch. All rules for Snail Hop Scotch are observed.

The diagram should have about twelve or fifteen blocks for third grade children. Vary according to the age group.

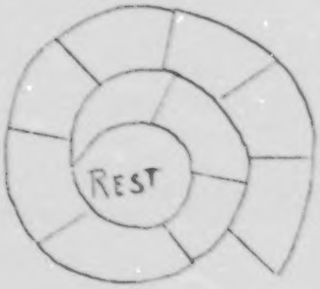


Blocks 15" wide, 12" high
Circle 15" diameter

SNAIL HOP SCOTCH

The diagram is drawn or painted on the cement sidewalk and the players in turn hop around to the space marked "REST" without touching any lines of the court. The player will rest here on two feet, and then hop back to starting place. If a successful trip is made, the player may place his initials in any block excepting the "REST" block. The following players hop into every block excepting those having initials, following the same procedure as the first player. Each player may rest in the block that has his initials.

Fouls. a. To step on a line of the diagram
b. To put both feet on the ground while hopping.



Circle 15" I.D.
Use 10 blocks, each about 20" wide at outside circumference.

Individual Events

I. 60 Yard Dash

A. All children in each weight or age class shall run at one time or by heats.

B. The starting position the children desire to use is optional.

C. The running lanes should be three feet wide.

D. Any runner who runs out of his lane is automatically disqualified, if he interferes with another runner.

E. Races may be started with a whistle or gun. Children should be taught that a second whistle or gun shot means stop and return to starting line.

II. Cross Country Run

A. Players - Six to ten per team

B. Distance - ¼ mile to ½ mile

C. Course - Establish a course with no ground or traffic hazards. Mark off course with lime or white and red flags. Instruct runners to keep white flags on right and red flags on left side. Make sure the start can be made without pushing or crowding.

D. Procedure - Walk participants around course to familiarize them with it Alternate the positions of the schools on the starting line. Place station inspectors at critical points to direct the runners.

E. Scoring - Award points for order of finish. Low team total wins.

F. General - It is important that the children be properly trained and motivated. It is also important that care be exercised on hot days. All runners should be completely free from any health impairments.

III. Standing Broad Jump

A. A "crows hop" or double jump is illegal and both feet must leave the ground at the same time.

B. Three jumps will be allowed each contestant, the best of which should be be measured and recorded.

C. That part of the person which touches the ground nearest the jumping board is the point from which the distance is measured.

D. Jumpers may stand on but not go beyond the front edge of a jumping board or line. Violation of this rule nullifies the jump.

IV. Standing Hop, Step and Jump

A. The take-off must be from one foot.

B. Three jumps will be allowed each contestant, the best of which should be measured and recorded.

C. That part of the person which touches the ground nearest the starting point is the point from which the jump is measured.

D. Jumpers may stand on but not go beyond the front edge of a jumping board or line. Violation of this rule nullifies the jump.

V. Throwing for Distance

A. A predetermined type of ball such as a softball or football will be thrown by the contestants.

B. Each thrower will be allowed three throws, the farthest of which will be marked or measured and recorded.

C. To be a legal throw, balls must land within a 24 foot lane or width of dash track.

D. Stepping on or over the restraining line constitutes a foul. The throw will not count.

VI. Throwing for Accuracy

The following suggestions are for competitive play. In classwork the throwing distance or the number of throws may have to be regulated to meet the situation.

A. Target - 15" car tire--Suspend tire with rope from backstop or hard surface fence at a height of about four feet. Tire should be extended from fence about six inches by placing a prop between fence and tire.

B. Balls - Regulation softballs

C. Throws - Each player will have ten throws in sucession, two practice throws and eight throws for score. Throws can be of any type or may be limited to one particular throw. Thrower must remain behind line before and after throw.

D. Distance - Girls--35 feet - Boys--40 feet, or distance may be adjusted to meet the ability of the pupils.

E. Scoring - 3 points for any throw that goes through center of tire, either directly or by hitting tire and glancing through. 1 point for any throw that hits tire but does not go through the center.

F. Tie Score - If a tie exists, the contestants will throw one ball each until tie is broken.

VII. Basketball Free Throw

A. Any type shot is acceptable with any type of ball. A ball should be selected to meet the needs of the students.

B. Feet must be behind an established line when shooting.

C. Winner is determined by the number of successful shots.

D. If a tie exists, the contestants will throw one ball each in turn until the tie is broken.

VIII. Pull-Ups

A. Same procedure as AAHPER Physical Fitness Test.

B. If individuals are extremely capable, a time limit may be imposed.

IX. Parallel Bar Dips

A. Equipment - medium parallel bars.

B. Description - The pupil grasps the bars and jumps to a cross rest position. The pupil then flexes at the elbow and lowers his body between the bars until the angle at the elbow is less than 90 degrees. From here, he returns to a cross rest position.

C. Scoring - Score one point each time the pupil correctly performs the above procedure.

D. Administration - The pupil may not swing, kip, or kick. The body should be kept as straight as possible.

X. Push Ups

A. Regular or modified (hands and knees) positions are used. Ability and strength will determine position to be used.

B. Body must remain straight, lower to approximately three inches from the ground.

C. Back bend or arch disqualifies the participant.

D. Score for total number of push ups performed.

XI. Sit Ups

A. Type of sit-ups to be determined by teacher.

B. Do not fixate the pupils ankles. Research indicate that holding the ankles may cause injury to the performer.

C. Score by a time limit instead of a prolonged endurance trial.

INEXPENSIVE AND HOMEMADE EQUIPMENT

The ideas given below were developed from a presentation by Mr. Schwartz at the E.D.A. Convention in 1963 and from ideas submitted by many other members of the elementary school physical education staff. A few ideas are listed for the use of each item but your program need only be limited by your own imagination.

A. Plastic Squeeze Bottles

There are many different sizes. Collect from children, partially fill with plaster of paris.

Uses: Bowling Pins
Throwing Targets
Goal Markers
Lane Markers
Boundary Markers
Agility Run Markers

B. Broomsticks

Collect from children, cut to size, sand lightly, paint if desired.

Uses: Wands
Lummi Sticks
"Nippsy" or "Catty"
Indoor Hockey Sticks
Wiffle Bats
Combat Stunts
Relays
Batons
Hoop Sticks
Field Markers

C. Inner Tubes - Tires - Hula Hoops (car and bicycle)

Secure at service stations, tire stores and bicycle repair shops.

Uses: Rolling
Walking and Running Drills
Relays
Tube Tumbling
Obsticles
Tube Springing Device
Tag Games
Targets
Tug-of-War
Hurdles
Tube Discus - Newcomb

D. Clothes Line

Uses: Jump Rope
Boundary Markers
Mat Ties
Jump-the-Shot
Target Holder
Lane Markers

E. Ladders (Step and Extension)

The custodian can indicate what ladders could be available for your use.

Uses: Chinning Bar
Climbing
As Horizontal Ladder
Balance Beam (on edge)
Stunt Bars

F. Saw Horses - Stop Trestles

The 10' stop trestles used as outdoor traffic barriers make excellent high balance beams by nailing a 2 x 4 to the top.

INEXPENSIVE AND HOMEMADE EQUIPMENT

F. Saw Horses - Stop Trestles (continued)

Uses: Balance Beam
Parallel Bars (2)
Vaulting (cover with mats)

G. Desks - Chairs - Ironing Boards

Uses: Exercise Table
Relay Goals
Vaulting Box
Balancing
Chair Stunts

H. Logs

Size and weight should vary according to age, size of pupils and use, e.g., 6"-9" by 8'-10' or 12'.

Uses: Team Exercises
Carrying Races
Marching Drills
Log Passing

I. Gym Scooters

Use old desk tops, ½" to 3/4" board 18" x 24" - plastic swivel casters - old lawn hose as bumper.

Uses: Relays
  Single
  Double
Contests
Gym Games

J. Cardboard Boxes

Different sizes, food and department stores.

Uses: Targets (balls and beanbags)
Storage
Hockey Goals
Bases

K. Old Soccer, Volleyballs, Playground Balls

Stuff with rags for medicine balls.
Cut in half for bases, markers.
Use playground balls for patches for medicine balls.

L. Other items which can be used in the physical education program.

Waste Baskets - Targets, Markers
Beach Balls - Volleyball, Target Games
Stilts - Games, Relays
Tin Cans - Targets, Markers
Pogo Sticks - Practice, Relays
Bean Bags - Have PTA or Mothers Club make these
Garden Hose - Rings, Batons
Plastic Game Equipment - Bats, Whiffle Balls, Scoops, Targets.

Stuffed Sock Ball

1. Materials: a sock or stocking, rags, rubber bands or tape

2. Directions:

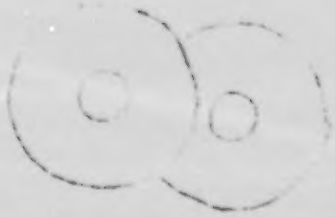
   a. Stuff toe of sock with rags to desired ball size, i.e., softball size.

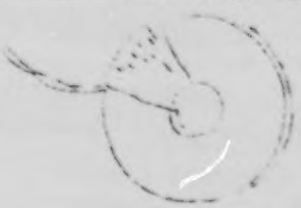
   b. Close sock with rubber band near the ball.

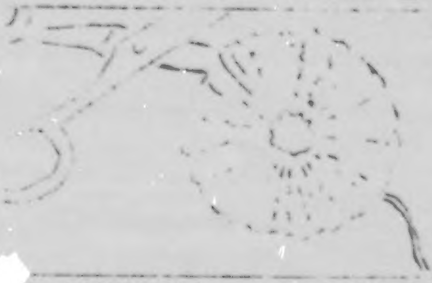
   c. Fold rest of sock back over ball and again fasten with rubber band. This will make a second layer of sock over ball.

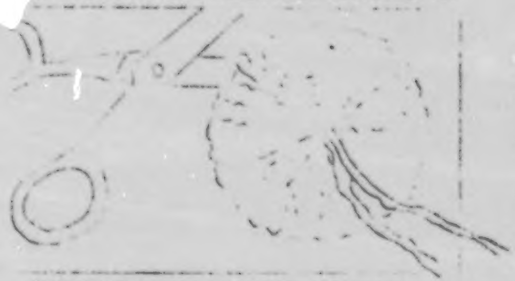
   d. Continue folding rest of sock back over ball and fasten with rubber bands or tape until length of sock is depleted.

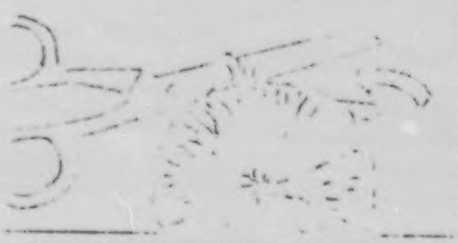
   e. Stitch edge of last layer of sock ball cover to layer beneath it to hold ball in tact.

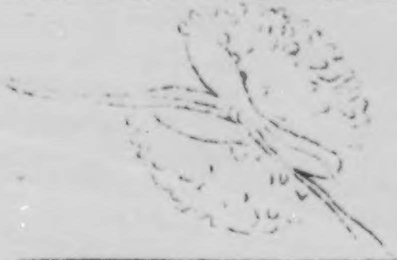












Wound Yarn or Pom-Pom Ball

Here are step-by-step directions for making a pom-pom ball. Use knitting yarn for lighter-weight balls or carpet yarn for heavier-weight balls.

1. Cut out two equal cardboard disks from two inches in diameter to five inches in diameter, depending on the size of the ball you want--the larger the disk, the larger the ball. In the center of the disks cut a hole from one-half inch to two and one-half inches in diameter, depending on the size of the ball--again, the larger the hole, the larger the ball.

2. Place the flat surfaces of the two disks together and wrap the yarn around the two disks from inside the hole over the outside edges. Continue to wrap until the disks are covered with one layer of yarn.

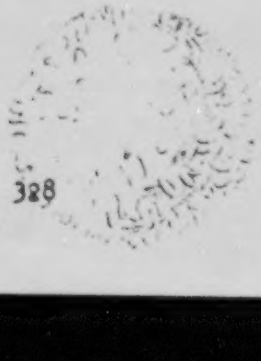
3. Insert a pair of scissors through the outside edge of the yarn and between the two cardboard disks. Do not have the scissors go all the way down to the yarn nearest the center of the disks.

4. Continue to wrap yarn around the disks from inside the hole to the outside edge until you can stuff no more yarn through the center hole.

5. Cut the yarn that goes around the outside edge of the disks with the scissors so that the two pieces of cardboard can be spread apart; then remove the scissors.

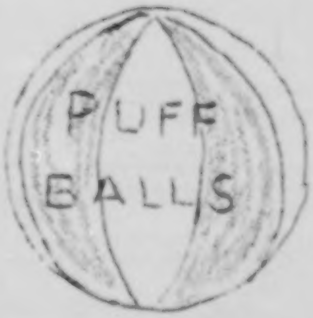
6. Tie a strong piece of string very tightly between the cardboard disks and around the yarn that goes through the center of the cardboard disks. Make sure the knot is secure.

7. Cut away the cardboard and trim the ends of the yarn to the desired length.



From- Grade Teacher
Magazine, February,
1970

Yarn Puff Ball



Need: 3 colors of 4 ply worsted wool yarn
2 No. 6 needles - single pointed
12 to 14 nylon stockings

Plan: Ball is made in 9 joined sections of 3 segmented colors, then sewed together with a darning needle after stuffing with stockings.

Pattern: Cast on 32 stitches in first color.
Cast off first stitch, then knit across.
Turn cast off first stitch, then knit across.
Continue until 16 stitches are left on needle and 8 stitches have been cast off on each side.
Break yarn.
Take second color and starting at first cast off stitch pick up 8 stitches, knit across 16 left on needle and pick up 8 stitches on other end. Turn cast off 1st stitch, knit to within 2 stitches of the end, put the least stitch over the next to last stitch, then knit it. (pull starting end tightly)
Turn cast off first stitch, then knit across. Continue until 16 stitches remain on needle.
Break yarn.
Take 3rd color and repeat as for second color.

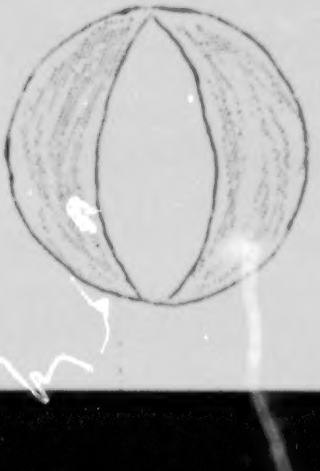
Do this sequence until there are 9 sections.
Fasten all ends securely.

Stuff with stockings by rolling them up into a ball form and stuff in the opening. Sew the first and last section with over cast stitches.

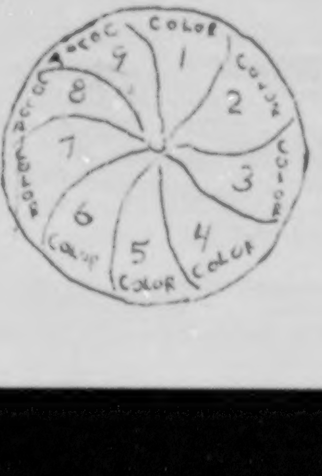
Comment: Casting off last stitch of first knit row of each color makes it possible to have 16 stitches left each time, yet add the new color at the same end. These ends then are tied in an interwined manner to make the end very secure with no hole visible.

These balls may be washed in a regular washing machine but to retain their roundness should be spun dried and dried in the dryer such as at the Laundry-mat.

Side View



Top View



KICKBALL RULES

I. The Game--played by two teams of nine players each

II. The Object of the Game--To score runs by kicking a fair ball and running successive bases, first, second, third, and home without being put out; runners may stop on any base and runners scoring must touch regulation home plate.

III. The Field--The diamond shall be 50 feet on each side of a square. The pitcher's box shall be 30 feet from home plate. The batters box shall be 4 feet wide and 3 feet long with a regulation plate inside.

IV. The Ball--Rubber volleyball or yellow kickball

V. Playing Regulations--Rules of the Amateur Softball Association of America shall govern the play of this game with the exceptions listed below:

A. A game shall consist of four innings or a time limit of 45 minutes. No new inning shall start after 45 minutes unless game is tied.

B. A legal pitch begins when the pitcher is facing the batsman with both feet squarely on the ground and in contact with the pitcher's plate, the ball held in both hands in front of the body and the catcher is in the catcher's box.

C. Strikes--A strike is called when the pitcher rolls the ball over any part of the front line of the batters box or when the batter kicks at but misses the ball; or when the batter kicks the ball into foul territory. Three strikes are an out but the third strike cannot be a foul ball.

D. Ball--Any ball rolled which does not go over the front line of batters box is considered a ball; any ball which, in the opinion of the umpire is bouncing too greatly may also be called a ball. Four such balls allow the batter to go to first base.

E. Base runner must not leave base until ball is kicked.

F. A kicker is out if she steps over front line or side lines of the batters box to kick the ball.

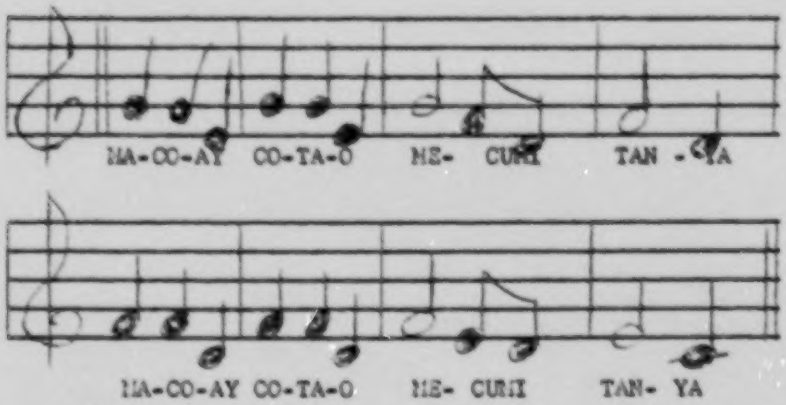
G. No stealing is allowed. (A player may not steal on a wild throw back to the pitcher.)

H. No running is allowed on third strike.

I. A player may not steal home unless a play is made on any base runner including himself.

J. The infield fly rule will only be called if the competing schools agree.

LUMMY STICKS or Te Rakau (Tay Rah-cow)


MA-CO-AY CO-TA-O ME- CURI TAN - YA
MA-CO-AY CO-TA-O ME- CURI TAN- YA

The origin of the game is certainly not clear as it is variously claimed to have come from the Indians of North America, Portugese sailors, and New Zealand. The latter may be a little closer to fact since the Maoris have many variations of stick games which have been observed for close to 100 years and particularly since the phonetic words seem an obvious distortion of Maori words.

SKILLS

These steps involve the following skills:

KEY OF SKILLS

A. Hit the ends of the sticks on the floor (vertical position).
B. Hit your own two sticks together.
C. You and your partner hit diagonally right sticks.
D. You and your partner hit diagonally left sticks.
E. You and your partner throw each other your right-handed stick.
F. You and your partner throw each other your left-handed stick.
G. Throw both of your sticks at the same time. (Be sure one person's sticks go in the middle and other person's sticks go on the outside of these.)
H. Hit the opposite end of the sticks (not the end you are holding) on the floor, in front of you, horizontally.
I. Flip the sticks in the air and catch them both at the same time.
J. Hit the sticks on the floor at your sides.
K. Flip the sticks at your side.
L. Cross your arms and hit the sticks on opposite sides of you.
M. Throw both arms in the air above your head.

ROUTINES

The first step (step one) is simply to:
Hit the ends of the sticks on the floor, on the word "Ma" or count 1.
Hit your own sticks together, on the word "Co" or count 2.
You and your partner hit diagonally right sticks, on the word "Ay" or count 3.

LUMMY STICKS

Hit the ends of the sticks on the floor, on the word "Co" or count 4.
Hit your own two sticks together, on the word "Ta" or count 5.
You and your partner hit diagonally left sticks, on the word "O" or count 6.
(Repeat these as you sing "Me Cumi Tan Ya"; continue repeating them as you again sing "Ma Co [illegible]y Co Ta O, Me Cumi Tan Ya.") This will take up beats 7 through 24.

The numbers listed below are synonomous with the counts or beats of the chant as shown in step one. The letters refer to the Key of Skills above.

Step II	Step III	Step IV	Step V	Step VI	Step VII
1-A floor	1-A floor	1-A floor	1-H floor	1-J floor side	1-L X arms floor side
2-B own	2-B own	2-B own	2-I flip both	2-K flip both side	2-J floor side
3-E R throw	3-E R throw	3-G both throw	3-A floor	3-J floor side	3-H floor front
4-A floor	4-F L throw	4-A floor	4-B own	4-H floor front	4-I flip both front
5-B own	5-A floor	5-B own	5-E R hand throw	5-I flip both front	5-A floor
6-F L throw	6-B own	6-G both	6-F L throw	6-A floor	6-B own
7-A floor	7-E R throw	7-A floor	7-H floor	7-B own	7-E R throw
8-B own	8-F L throw	8-B own	8-I flip both	8-E R throw	8-A floor
9-E R throw	9-A floor	9-G both	9-A floor	9-A floor	9-B own
10-A floor	10-B own	10-A floor	10-B own	10-B own	10-F L throw
11-B own	11-E R throw	11-B own	11-E R throw	11-F L throw	11-A floor
12-F L throw	12-F L throw	12-G both	12-F L throw	12-A floor	12-M throw both arms in air above head

SUGGESTIONS FOR TEACHING

1. The game is played with partners, about 2½ feet apart facing in a sitting or kneeling position on floor.

2. Have words written so class can see them, repeat in rhythm, accenting the first beat of each measure until all know them.

3. The sticks should be held loosely and, for most steps, in a vertical position with hands near mid-center.

4. No actual stick throwing should be attempted until the motion of throwing has been tried with the rhythm.

    a. Start with a slow temp.

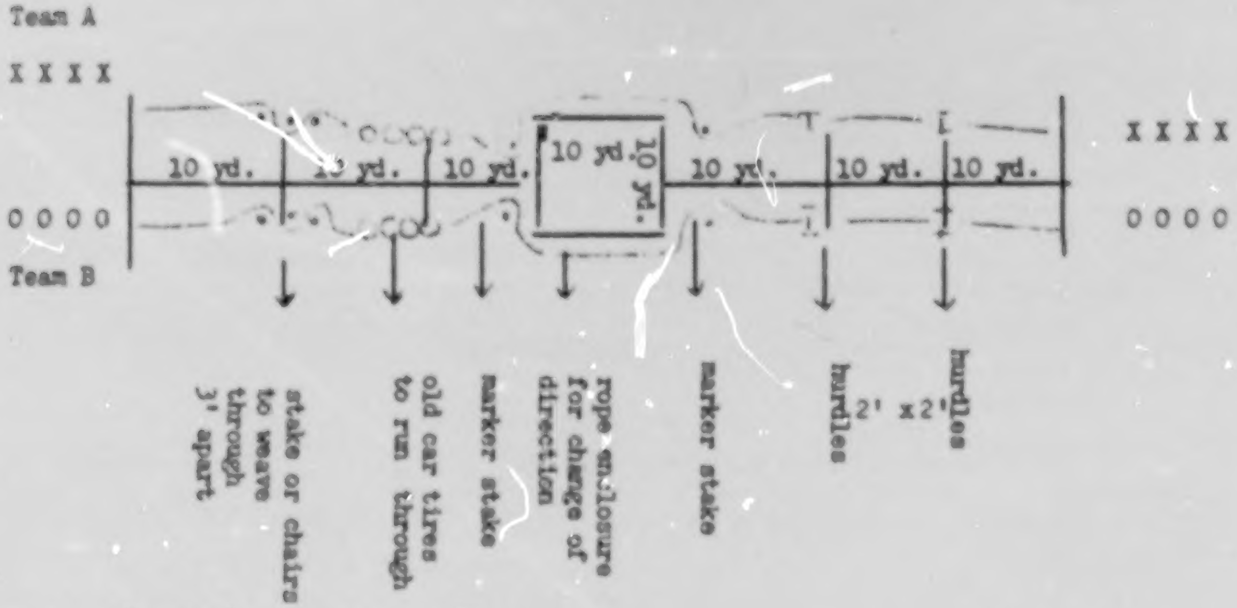
    b. Throw sticks with long axis vertical.

    c. Watch stick coming to you, not one you have thrown.

    d. Follow through on all throws.

REFERENCES: Journal of Health and Physical Education, March 1956, pp. 19, April 1957, pp.6.

OBSTACLE OR AGILITY RELAY


Team A
X X X X
10 yd.
10 yd.
10 yd.
10 yd.
10 yd.
10 yd.
10 yd.
10 yd.
X X X X
0 0 0 0
0 0 0 0
Team B
stake or chairs to weave through 3' apart
old car tires to run through
marker stake
rope enclosure for change of direction
marker stake
hurdles
2' x 2'
hurdles

Team: 8 runners

Distance: 70 yards

Equipment: Hurdles - can be made from any scrap lumber as long as made so that they fall easily.

Rope enclosure - can be marked in other ways, but by using rope, mistakes by runners can be more easily eliminated.

Weaving stakes and marker stakes - can be easily made by using plastic bottles and boom handles.

Suggestions: A. During race, place helper by hurdles and stakes to reset them as they are knocked down.

B. If runner knocks down a marker stake or a weave stake, helpers will replace them.

Procedure for Event: Event is run as relay, placing teams the same as in shuttle relay.

SHUTTLE RELAY

I. Team--A shuttle relay team shall be composed of 8 players and two substitutes.

II. Object of Relay--Each team runs a total of 400 yards, trying to finish before the other teams. Each runner runs 50 yards. Length of tract may vary by grade.

III. Lanes--Each lane should be 3 feet wide.

IV. Baton--The baton shall be 12" regulation baton.

V. Procedure:

A. Four members of each team are placed at either end of a 50 yard track. Player #1 will start, run 50 yards and pass the baton to #2 who will do likewise and pass the baton to #3. This is repeated until #8 runner crosses finish line. (See diagram)

B. Each runner must run in his lane. (Each team will have two adjoining lanes to use). A runner running out of his lane will disqualify his team, if he interferes with another runner.

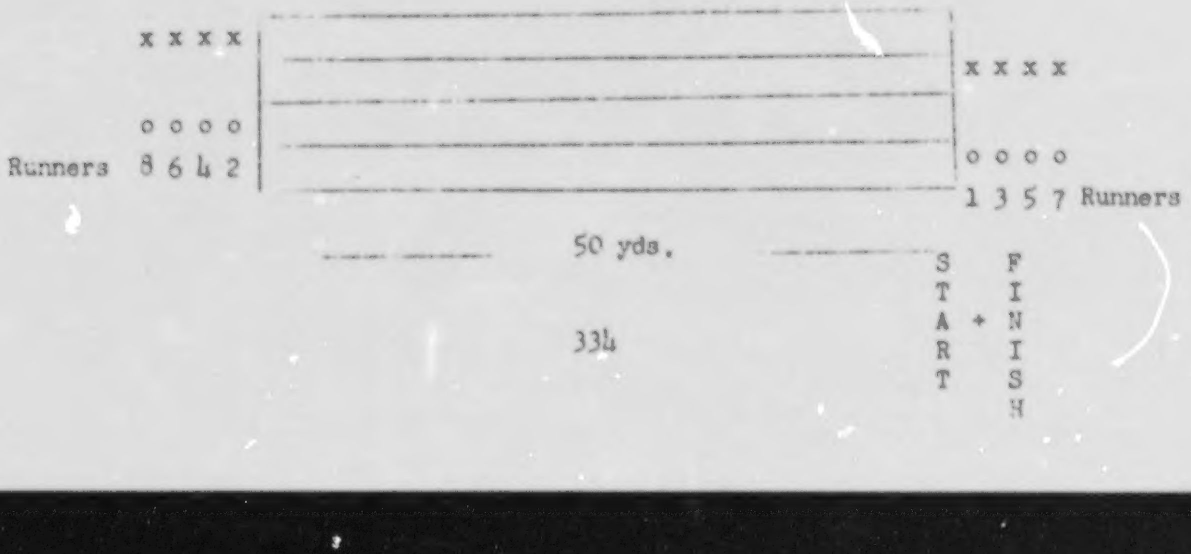
C. Runners must keep both feet behind starting line until baton is received (The hand may extend over the starting line). Any runner going over starting line before baton is received will cause their team to be disqualified.

D. All runners must wear shoes to run, but spikes are not permitted.

E. Runners should carry the baton in the right hand and pass baton to the right. A runner dropping the baton should retrieve it and continue the race.

F. After a runner has run he should go to the side of the track and not to the end of the line.

VI. Diagram:

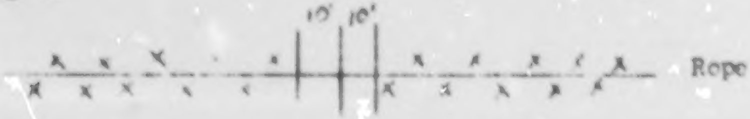


TUG-OF-WAR

I. Team -- A team shall be composed of 10 to 12 players and two substitutes.

II. Equipment -- Use one 70 foot length of 1½" (or suitable rope.) The rope should have the ends bound and be clearly marked at the center. Put three lines on ground, each line 10 feet apart.

III. Diagram



IV. Object -- Each team tries to pull the center marking on the rope over the line onto their side. The team which wins two of three tugs shall be the winner.

V. Procedure

A. The rope shall be stretched out with the center markings even with the center line. Players on each team shall stand and be ready for further commands.

B. The start may be made with the rope on the ground and participants stooping or standing.

C. The starter should say, "Hands on rope, ready, pull."

D. Each player should secure a firm grip with the hands and dig with their feet. Teams should try to pull with a unified effort, maintaining a continuous pull. Children must wear shoes, and should be encouraged to wear tennis or little league ball shoes.

E. Best 2 out of 3 pulls shall determine winner in composition.

VI. Safety precautions

A. Caution children about hap-hazard pulling of the rope causing rope burns.

B. Caution children not to let go of rope after a victory.

C. Remind anchor man not to tie the rope around his waist.

D. Remind children that gloves may not be worn.

WRESTLING UNIT

A. Objectives

1. To learn the basic rules of wrestling.

2. To learn the basic positions.

3. To learn the basic point system.

4. To learn the basic skills of wrestling.

B. Basic Rules

1. Wrestlers should be classified by weights. There should be no over matching. Example: 50 lb. class wrestles in the 50 lb. class. 60 lb. class wrestles in the 60 lb. class, etc.

2. Wrestlers are not allowed to do anything which is dangerous to fellow wrestlers. Example: kicking, scratching, pressure against the joints, etc. (Note: keep all finger-nails short).

3. Wrestlers are not allowed to wrestle in a standing position.

4. Reverse - when a wrestler can come from the bottom position to the top position and controls the opponent - 2 points.

5. Escape - when a wrestler comes from the bottom and escapes completely from his opponent - 1 point.

6. Predicament - when an opponent's shoulder blades are held with one down and the other at a 45° angle for a period of one second - 1 point.

7. Near Fall - when an opponent's shoulders are held with one blade down and other shoulder blade goes down and touches momentarily and comes back up - 3 points.

8. Pin - when a wrestler's shoulders are held in contact with the mat for a period of two seconds.

9. Periods - the periods length depends on the physical condition of the students. Two periods.

C. Warm-Up Exercises

1. Safety

    a. The wrestlers should go through a vigorous warming up period to prevent pulling or tearing the muscles.
    b. The neck and shoulder regions of the body are the most important during the warm-up period.

2. Exercises - most of the following can be done without a mat.

    a. Front and back bridges
        (1) Feet can be on the floor and the head can be on the mat. Thus a large number can do the bridges at one time.

    b. Push-ups
    c. Burpee
    d. Trunk Twist
    e. Jumping Jacks
    f. Pull-ups
    g. Leg Lifts
    h. Running
    i. Rope skipping and climbing

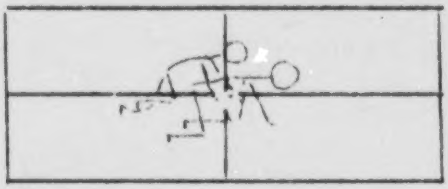
D. Safety Measures

1. Put all of the mats together.
2. All must have clean tennis shoes.
3. Remove any sharp objects - rings, watches, belts, etc.
4. Good warm-up (especially neck and shoulders)
5. Eliminate all horse-play.

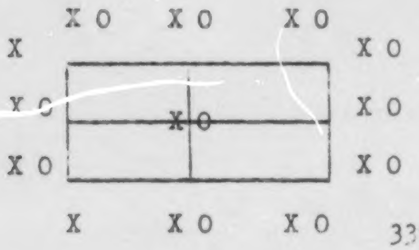
E. Positions

1. Referee's Position

    a. There is a man on top position and a man on the bottom position.
        (1) Man on the bottom gets on his hands and knees.
        (2) Man on top puts his right arm around the waist of the bottom man and the left hand goes on the elbow of bottom man. Top man places chin on the back of bottom man.
        (3) The whistle starts the wrestlers.
        (4) If wrestlers go off the mat, they come back to the center and the man in control goes on the top.



    b. Teaching techniques
        (1) The referee's position can be taught to the entire class at one time.
        (2) The instructor teaches two people on the mat while everyone else watches.
        (3) Next, everyone is given a partner and they do the same on the floor. (No mat is needed).



Demonstrating people are in the middle while everyone else is around the sides of the mat doing the same drill.

(4) The referee's position should be taught from both sides - right and left.

c. Safety
   (1) Instruct the children not to roll around on the floor while practicing the position.
   (2) Instruct them not to drop to their knees when getting into the referee's position. (This is to prevent knee injury).
   (3) Hands are flat on the floor with fingers pointing straight ahead.
   (4) The head and neck should be up and not drooping down.
   (5) Toes should be curled under.

F. Rides

1. Tight Waist from Referee's Position

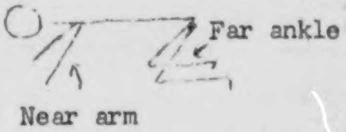
   a. Right arm goes around opponent's waist and left hand slides from elbow to wrist. (This is done as whistle blows).
   b. The right arm tightens around the waist and pulls opponent forward and to the side and down on the mat.
   c. The left hand slides to wrist and the head is placed behind arm pit and pressure is applied to keep opponent on the mat. (Pull opponent toward you).

Hand goes around waist

Hand on
elbow

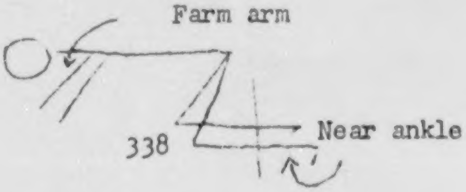
2. Near Arm Far Ankle

   a. On the whistle, right arm goes from around the waist to the far ankle and lifts upward.
   b. Left arm pulls opponent's arm back under.
   c. The thurst of the ankle and the pull of the arm should drive opponent to the mat.



3. Far Arm Near Ankle

   a. Right arm comes from around the waist to the near ankle.
   b. Left arm goes from the left elbow to the right elbow.
   c. Both the arm and the ankle are snapped at the same time toward yourself and at the same time the weight of your body drives into opponent.

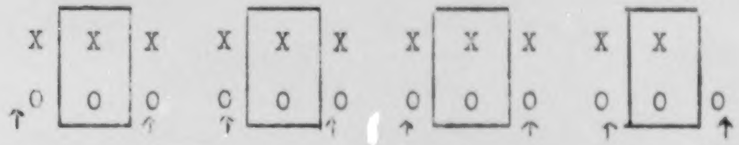


4. Tight Waist Near Ankle

   a. Right arm stays around waist.
   b. Left hand comes from elbow to the near ankle. (You move around behind opponent at the same time).
   c. Ankle is driven forward and down - tighten around waist.

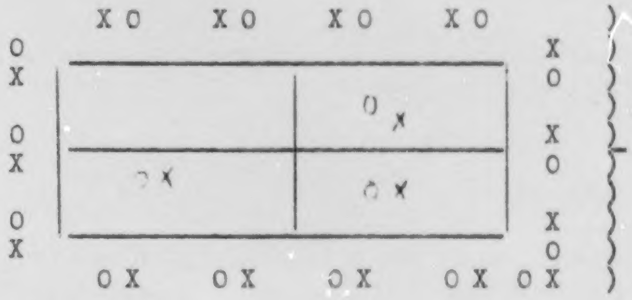
5. Teaching Techniques

   a. Separate the mats and have two practicing on each mat while the other observe. (The more mats the more participating).



The watchers help prevent wrestler from hitting floor.

   b. The bottom man should not resist the top man when he is learning the rides. After a while only part resistance and after the ride is mastered, full resistance is given.
   c. When all have learned the rides, push mats together and have two or three couples try to break their opponent down flat by using one of the rides. Give about 30 seconds for the break down, and then reverse positions.



These people keep wrestlers on mat.

   c. Be certain each wrestler has someone his own size.

G. Reversals and Escapes

1. Wing Roll

   a. Man on bottom hooks the arm which is around his waist. Hook it at the wrist.
   b. Step out slightly with the right knee, roll (keeping opponent's wrist) opponent over top of yourself.
   c. Pivot after roll and come up on top.

   Counters

   a. Throw weight back away from bottom man, keeping the tight waist.
   b. Pivot to the other side as roll begins.

2. Switch

   a. Man on bottom crosses the left arm over his right arm. (This is to break away from opponent's grip on the elbow).
   b. At almost the same time he sits out to the side and puts the right hand under opponent's leg. (arm over opponent's arm).
   c. Man on top still keeps the arm around the waist.
   d. Man on the bottom now sits back hard and lifts up on the arm under the leg, forcing the top man to the mat. Bottom man now pivots to the top position.

   Counters

   a. Pull arm out from around the waist before switch.
   b. Re-switch as opponent switches.
   c. Pivot over-top of opponent as he switches.

3. Sit Out

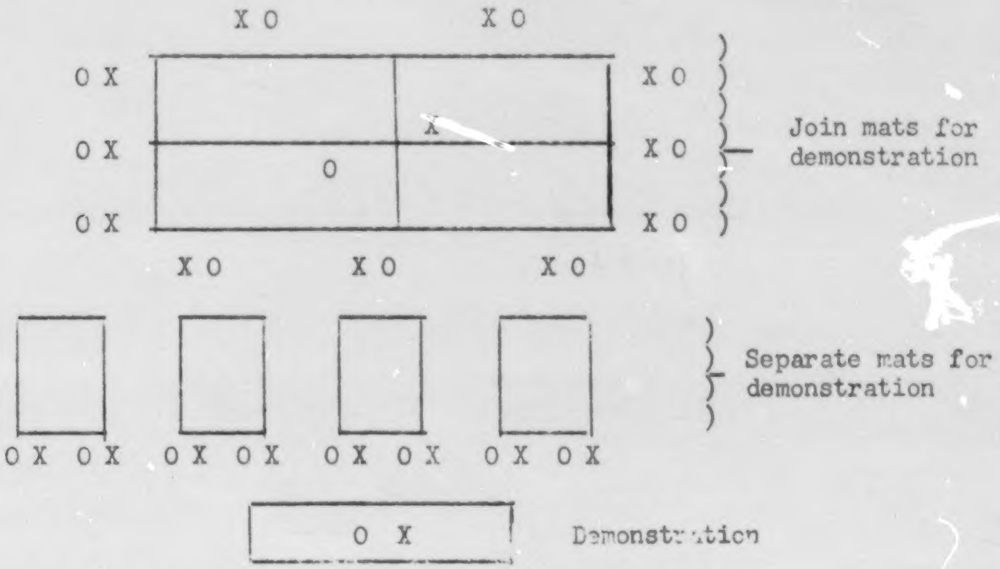
   a. Man on the bottom shoots left leg out between his arm, landing on his side.
   b. A quick turn to the left (keeping in a small ball)usually separates the two wrestlers.
   c. Keep arms near the sides on the sit-out and then after completion, hands are out in front to prevent opponent from going around behind.

   Counters

   a. Follow man around as he sits-out.
   b. Pivot the opposite way and meet opponent as he finishes sit-out.
   c. Hook up under both arm pits and spike around behind opponent.

4. Teaching Techniques

   a. Teach all of the moves from both sides--this gives the wrestler twice as many moves.
   b. Demonstrate in the middle of the mat yourself and then pick someone to try it and then break up into groups to practice with no resistance.



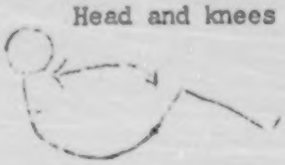
c. After the move is learned, start giving 1/2 resistance and then full resistance.
d. Have them go through it slowly to begin with and as they get better, increase the speed.

H. Pinning Combinations

1. Cradle (thrown from both sides)

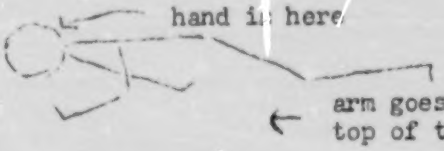
   a. One arm is around the neck while the other is around the knee joint. Hands are hooked together (opponent is on his side or back when applied).
   b. Opponent is held on his back by pulling knee joint toward the head.

Head and knees are drawn together.



2. Half Nelson (thrown both sides)

   a. The half nelson is thrown when opponent is flat on the mat.
   b. The man on top goes to the side and puts his arm under one of the opponent's arms with the hand on top of opponent's head. Pressure is applied by lifting with the arm and pressing down with the hand. (Opponent is rolled to his back).



arm goes up under elbow and hand on top of the head

3. Teaching Techniques

   a. Demonstrate in front of group. (all watching)
   b. Pick someone to try.
   c. Divide group to small groups and practice with no resistance.
   d. Have opponent lying flat on his stomach when practicing the half nelson. No resistance is given when learning.
   e. Have opponent lying on his back when practicing the cradle.

I. Safety

1. Be sure to stress the dangers of the full nelson and it is not a legal movement in wrestling.

2. Stress slow movements against opponent when there is no resistance.

3. Stress the importance of close attention while demonstrating the pinning combinations.

4. Be certain the students are evenly matched during all practice and all wrestling in general.

ORGANIZING AND CONDUCTING

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FIRST GRADE READINESS PROGRAM

Purpose: To develop a program coordinating first grade readiness activities with physical education.

Objective: To introduce certain basic first grade concepts and skills to the children in the classroom and in the physical education program at the same time. Such as:

1. awareness of left and right handedness
2. left to right progression
3. coordination of voice and motor activity
4. recognition of basic colors
5. recognition of basic shapes
6. identification of likenesses and differences in size, shape and color
7. basic Language Art skills
8. basic Mathematic skills

Concepts to be Developed

1. Left to right concept
   a. Recognition of left and right. This can be done by putting a mark of identification on the right hand (masking tape).
   b. Following directions to use left and right parts of body. Example: Lobby Loo (right hand up, left hand up, etc.), Jimmy Crack Corn, Simon Says.
   c. Oral directions using whole body movements. Example: Circle games involving moving from left to right, or sentence directions such as, "Take two steps to the left," etc.
   d. Left to right progression. In preparation for reading, initiate all games, wherever possible, using the left to right progression. Example: counting off from the left.

2. Following oral directions: Starting with a simple direction such as, "Walk to the right," and gradually becoming as detailed as "Walk to the red circle on the right and hop back." This can be embellished in relation to the group's ability.

3. Classification: Learning to group pieces of equipment which are necessary to play a game; being able to recognize what else is needed if only one part is shown. Example: Bowling pins are set up, but the child must be able to supply the proper ball from a variety of available balls.

4. Identifying concept of opposites: Words which are important in the first grade reading program can be reinforced in the physical education program. Example: up, down; high, low; slow, fast; big, little; first, last; over, under; before, after; quiet, noisy. These words are often used when introducing or playing many of the primary games.

5. Colors (Recognition of):

    a. Recognition of colors; the eight basic colors to be taught in the first grade program are red, blue, yellow, green, brown, orange, black and purple. The recognition of these colors can be reinforced through many physical education activities by giving directions such as, "Run to the red circle," "Hop to the green triangle," "The yellow line is the boundary," etc. Although the printed word will be available to the child in his classroom, the above mentioned reinforcement of the basic recognition of colors can be an excellent correlation.

6. Shapes (Recognition of): Many primary games use the line or circle formation and require the participants to be able to recognize various other geometric shapes. Example: To teach the frog head stand the student is shown a triangle and instructed to place his hands at two points on the triangle and his head on the third point. Also the children learn the use of the semi-circle formation and the square formation.

7. Phonics: The teaching of initial consonants and blends is a very important first grade skill. This skill can be reinforced through the use of physical education activities such as, Crows and Cranes or Galloping Horses. (See game description).

8. Number Experiences: There are innumerable ways in which physical education experiences provide for the utilization of number experiences.

    a. Tag Games - Count the number of children who have been tagged. As time progresses, count the number of children who were not tagged. If feasible, count the number tagged plus the number not tagged and put them together. In doing this, counting, adding and subtracting are utilized as number experiences.

    b. Counting may be utilized in the following activities.
        (1) Bouncing and catching
        (2) Wall Bounce
        (3) Over the Net Throw
        (4) Bowling
        (5) Bean Bag Games
        (6) Jumping over a rope. Example: Let the rope swing two times before you jump in. Then see how many times you can jump.
        (7) Keeping score

    c. Miscellaneous Number Experiences
        (1) Games in which players are assigned numbers and go into action when their number is called.
            (a) Club Snatch (See game description)
            (b) Fire Engine
            (c) Cars and Junkyard

(2) Number recognition. Number symbol recognition can be satisfactorily incorporated in giving oral directions. Use flashcards when:
    (a) Counting off
    (b) Dividing a group into teams
(3) Reverse number sequence and Crab Walk
(4) Counting by Two's
    (a) Horizontal bars
    (b) Any activity involving partners
(5) Understanding the meaning of next and last. Example: Have the first child pass a bean bag to the next child, counting the number of children who have not dropped the bean bag, continuing to the last child.
(6) Rhythms and Dancing and Singing Games
    (a) Chimes of Dunkirk
    (b) Hansel and Gretel Dance
    (c) London Bridge (Bridge-tender who has most players behind him at end of game wins)
(7) Understanding Concept of three and/or counting by 3's.
(8) Measurement-comparative terms: large, small, big, little etc., heavy, light.
    (a) Mother, May I?
    (b) Mimetic games
(9) Creativity: Through the use of story play (mimetics) there is much opportunity for listening, speaking, as well as physical expression.
    (a) Statues
    (b) Ten Little Indians

9. Listening

    a. Listening to music to identify mood and tempo
    b. Listening to direction - from a record, the teacher or a team mate
    c. Listening for starting and stopping signals

10. Speaking

    a. Children take part in the evaluation part of the lesson as well as the explanation.
    b. In certain instances, the child may be called upon to give the directions for a game or to continue its play.
    c. Recording the rules of a game. In most instances, this recording would be done by the classroom teacher and, it is hoped, that from these new physical activities there would be an outgrowth of a new vocabulary.

Activities

This program may be implemented through the use of the following games and skills. This list is by no means complete, but is meant rather to present examples of coordinating physical education with the first grade readiness activities. We will list games commonly used in the first grade program. Many of these will require no further description. Under the game title we will enumerate those first grade skills which can be strengthened through this activity.

1. Simon Says

    a. right and left concept
    b. vocabulary (up, down; front, back; etc.)
    c. identifying body parts

2. Freeze or Statues

This is a mimetic game in which the children are instructed to imitate an animal or an action. At a signal from the teacher all are supposed to freeze and make a statue.

a. mimetics and creativity
b. vocabulary (descriptive words--quiet, slow, heavy, etc.)
c. position
d. auditory and listening skills

3. Counting Off

a. left to right progression
b. identifying numerals (use flash cards)
c. following directions: (wait turn, turn head, etc.)

4. Busy Bee

The children are instructed to get a partner and stand back to back. They then follow the directions of the teacher, such as, "front to front, side to side, elbow to elbow". On the signal "Busy Bee" - all change partners.

a. direction following and listening
b. identifying body parts
c. vocabulary (partners, right, left, etc.)

5. Movement Skills

a. combining oral direction with motor activity such as, hop, skip, jump, etc.
b. number skills. Example: "Stop on second line." Mark lines 1, 2, 3.
c. visual and auditory skills ("Go to the red circle.")

6. Fire Engines

Children count off (1, 2, 3, 4). When the fire chief calls their number they must then race to the designated fire. The first "engine" to arrive becomes the next fire chief. This game may be modified by using color words, shapes or topics currently being used in the classroom.

a. counting off (sequence of numbers)
b. listening and following directions
c. vocabulary (on the line, stop on line, etc.)

7. Speedy Squirrel

Children are arranged in a circle with one designated as "Speedy" who runs around the outside of the circle, tagging a certain number of players. On his signal the tagged players race around the circle and the first one back to his spot wins and becomes the next "Speedy".

a. running in a circle
b. remembering position
c. learning to take turns

8. Man from Mars

One player is designated as the "Man". The rest of the players speak to him in unison, "Man from Mars, may we chase you to the stars?" He answers, "Yes, if you are wearing ---(color".) All those wearing that color chase him and the first one to tag him becomes the new "Man".

a. color recognition
b. speaking in unison
c. ability to remember; the verse, directions, signal, etc.

9. Club Snatch

Class is lined up in two teams facing each other with each team numbered off. Leader calls a number and those with that number must try to get away with the club without being tagged. This game may be adapted to addition and subtraction facts as the year progresses. Example: The leader might say "two plus three" and the two players having the numeral five would attempt to retrieve the object.

a. number recognition
b. number facts

10. Crows and Cranes

Class is divided into two groups designated "Crows and Cranes". Groups advance from their base line until they are just a few feet apart. The leader calls either crows or cranes and that group must flee back to their base while the other group attempts to tag them. Those caught, join the other team. Instead of calling this game "Crows and Cranes" when teaching beginning sound this game may be titled to utilize the sound being taught at that time. Example: Bunnies and Bears, Lions and Leopards, etc.

11. Crab Walk

a. counting backward (When walking backward child must count backwards, etc.)
b. counting forward

12. Horizontal Bars

As child progresses across bars, every time he grasps the bars with his right (or left) hand he must state the numeral which would appear when counting by two's. This may be started with saying each bar's number to practice counting by ones.

13. Passing

The children may stand in a circle or line and pass an object (such as a ball or bean bag) to the next person without dropping it, counting the number of times it is passed without being dropped. This reinforces the concept of counting and also the meaning of "next" and "last".

14. Chimes of Dunkirk (Childhood Rhythms, 127)

This is a dance where the children reinforce the meaning of three by performing each action three times.

15. Squirrels in Trees

The children are grouped into threes. Two, holding hands to form a tree and one in the center is the squirrel. There must always be one squirrel who does not have a tree. The leader says the following "Squirrels in the tree, listen to me. Find yourself another tree." When the word tree is said the squirrels must each find a new tree. This teaches the concept of grouping in threes.

16. Mother May I?

Children are in a line, with one person being "It". This person faces others and gives directions, using comparative terms, such as large, small, big, little, etc. "Take one very long step." The children must respond "Mother, may I?" before they can follow the direction. If not, they may not move. The skill is to be able to discriminate between comparative terms and count the number of steps to be taken.

17. Story Play

A story such as the following may be used to combine listening skills with mimetics:

Story: In autumn, the leaves turn red or brown or yellow on the trees and drop off to cover the ground. The days get shorter, and the air is cool. On autumn days we like to go to the woods to tramp through the dry leaves. Let's pretend we're going to the woods to tramp through the dry leaves. Let's pretend we're going to the woods on a crisp autumn afternoon.

a. Walk through the leaves and rustle them with your feet.
   (Children walk softly, kicking or stirring imaginary leaves.)
b. Gather the leaves with your hands and arms.
   (Children stoop to fill the arms with imaginary leaves, carrying them to an imaginary pile.)
c. Rake the leaves into a pile.
   (Children imitate the movements of raking leaves into a pile with large sweeping movements.)
d. Run and jump into the pile of leaves.
   (Running and jumping softly)
e. Lie down in the pile of leaves and cover yourself with the leaves.
   (Children lie down and pretend to cover the body with the leaves, starting at the feet. Then resting.)

f. Watch a leaf that is about ready to fall, swing back and forth on the twig, and finally whirl to the ground.
   (Children imitate the movements of a leaf that is ready to fall by swaying, running, and whirling to the floor.)

g. Cross a little brook in the woods.
   (Children walk, balancing carefully on the stepping stones.)

h. Recross the brook.
   (Children can cross back by jumping over the imaginary brook.)

i. Run home quickly.
   (Running)

18. Galloping Horses

(This may be called Rabbit Hop or any term that suits the particular situation.) Have the children in position according to the action that they will perform. (hopping, galloping, etc.) The child is told to perform the action but before he can move, he must give a word which begins with the particular sound with which you are working.

Physical Education Demonstration Programs

May Day programs, P.T.A. demonstrations, and other special events are excellent means to acquaint pupils, teachers, administrators, and parents with the objectives of the physical education program. The activities should be representative of the yearly program and may be presented to show (1) a particular activity, (2) a typical class period, (3) a variety of activities, or (4) a program centered around a central theme. After the type of program is determined, consideration should be given to the number of students involved. It is recommended that as many children as possibly have an opportunity to participate in the show. The enthusiasm created by this involvement can stimulate interest in students throughout the school.

The following outline should be of help in planning May Day programs and P.T.A. demonstrations. After the details of the entire program have been organized, a conference with the principal is necessary to finalize arrangements.

I. Organizing the program

  A. Determine the type of program
    1. Show a particular activity.
    2. Show a typical class period.
    3. Show a variety of activities.

  B. Select program activities considering:
    1. Space available e.g. stage, field, etc.
    2. Time allotment
    3. Availability of equipment
    4. Activities familiar to the students.

  C. Determine method of presenting activities in the program
    1. Demonstration - grows out of the physical education class and uses all the children who wish to participate; therefore, a variety of skill levels must be included tactfully so each child has a satisfying part in program.
    2. Performance - based upon the use of selected children who have earned the opportunity by their skill ability to perform
    3. Selection - special group may be used for a particular purpose either due to space, theme, or event.

  D. Determine selection of participants
    1. Subjective observations during physical education class
    2. Mutual selection with classroom teacher
    3. Established criteria for specific activity.

  E. Communicate
    1. Program with principal
    2. Selection of pupils with classroom teacher
    3. Letter to parents requesting permission for their child's participation in the program.

F. Establish practice schedule
   1. Local situation will determine practice time
      a. Before school
      b. Lunch time
      c. During scheduled physical education classes
      d. After school.
   2. Practice schedule distribution
      a. Principal
      b. Teachers
      c. Children
      d. Parents

G. Orient Participants to:
   1. Purpose of program
   2. Procedures for practice sessions
   3. Responsibilities as participants
   4. Conduct during practice sessions
   5. Individual performances by written description where applicable.

H. Program Props
   1. Scenery (if applicable)
   2. Lighting (if applicable)
   3. Costuming (if applicable)
   4. Script (if applicable)
   5. Written program (if applicable)

II. Presenting the program

A. Check proper placement of all props and materials

B. Check seating arrangements for audience.

C. Check seating arrangements for pupils with supervision

D. Use student helpers - ushers, equipment crew, etc.

E. Establish time and place for participants to report.

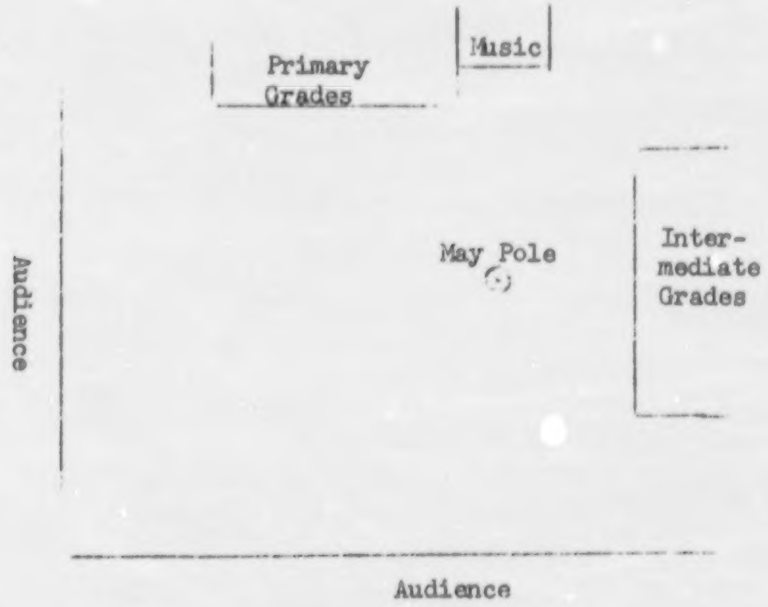
F. Remind participants of performance of responsibilities.

G. Establish a definite plan for dismissal at the conclusion of the program.

Sample May Day Program

Theme: Vim - Vigor - Vitality

Concert	Recordings
Entry of Colors	Color Guard
Pledge of Allegiance	Everyone
National Anthem	Recording
Exit of Colors	
Entry of May Court	Queen and Attendants
Coronation of Queen	King
Picture Taking Time	Audience
Salute to the Queen	Sixth Grade Girls
Entry of Chorus	
Queen's Serenade	
Queen's Dance	
Round the May Pole	
Games	
(1) Swat the Fly (2) Tire Relay (3) Crows and Cranes	Third Grades
Folk Dance - "I See You"	First Grade
Circle Soccer	Fifth Grade & Special Ed.
Folk Dance - "Norio Meigo"	Second Grade
Gymnastics - Six Stations of Apparatus	Fifth Grade Boys
Special School Awards	Principal
Folk Dance - "Gustav's Skoal"	Fourth Grades
Gymnastics - Pyramid Building	Sixth Grade Boys
Novelty Dance "Pom Pom Cheerleaders"	Fifth Grade Girls
Exercise Routine "Chicken Fat"	Entire School
Exit of May Court	
Dismissal of Classes	Classroom Teachers



Sample PTA Program

Gymnastics and Tumbling
(Approximately 45 minutes)

Time	Grade	Activity	Brief Description and Comments
3 min.	K-6	Marching	Participants walk from back of gymnasium. Perform a routine on stage.
20 sec.	6	Special Introduction	Curtains open about 10 feet, have approximately 8 students dressed in white perform tumbling stunts. Special effects brought about through the use of a black light and psychedelic music.
12 min.	K-6	Tumbling stunts	Individual, dual and group stunts performed with music accompaniment.
3 min.	5-6	Free Exercise Routines	Performed in front of closed curtain while equipment is changed back stage.
2 min.	4	Bamboo Pole Routine	
2 min.	2-6	Balance Beam Routine	For recognition of those behind the scene let the curtain open while they work. A short paragraph is read by a narrator to eliminate a silent period.
		Recognition of Equipment Managers	
5 min.	4-6	Parallel Bar Routine	Activity performed in front of curtain. Five girls present exercises with appropriate music while preparation is being made for the following activity behind stage.
5 min.	1-4	Rings	
2 min.	6	Exercise Number	All participants involved for a grand finale
10 min.	K-6	Springboard	
1 min.	K-6	Pyramid Building	

Sample PTA Program

Showing A Cross Section of Physical Education Activities
(Approximately 30 minutes)

Time	Grade	Activity	Brief Description and Comments
2 min.	K-1	Folk Dance	Kinder Polka
5 min.	2	Bean Bag and Ball Skills	Progression of skills relating how their development will aid a child in school work, End with a short ball exercise to music.
5 min.	3	Tumbling	Progression of skills--eggroll, log roll, forward roll, cartwheel, etc.
5 min.	4	Parachute	Waves Trapping of people under chute Pop corn game
3 min.	5	Jump Rope Routines	Music--showing basic and advanced skills. Also show ways to rest using a jump rope.
10 min.	6	Apparatus --parallel bars --balance beams	Individual stunts then routines made by students.

Sports Day and Play Day

One of the culminating activities of the elementary school physical education program is the inter or intra-school sports day or play day. Sports day is defined as competition between two or more schools or between classes within one school wherein each school or class retains its own identity. Play day is defined as competition between schools or classes in which the identity of the individual school or class is lost by having the players from each school combined on teams with players from classes within a grade on teams.

The primary aim of the sports day and play day is participation by all the students in as many activities as possible without penalty that takes place and the playing of the game just for the fun of playing. Students should be taught to win but not at the expense of good sportsmanship or the circumvention of the rules governing the activity.

The events scheduled should be an outgrowth of the yearly program providing the opportunity to use skills learned during the year in an atmosphere of wholesome competition.

The sports or play day can also be used to acquaint the public with some of the content and purposes of the Physical Education program.

Inter-School Competition

General Information

The principal of each school will procure transportation for his participants, securing written permission from parents before pupils participate in inter-school sports days.

Arrangements for lunch should be made by the home school principal in cooperation with the competing school.

The principal of the host school and the sports day chairman will be responsible for calling off any sports days because of weather or field conditions. If there is any question that the sports day will be held, the participating schools and officials should call the host school before leaving for the sports day.

Teachers of the participating children should accompany them, dicipline resting with these teachers and not with the officials.

A roster of all teams and contestants should be sent to the sports day chairman a week in advance of the inter-school sports. (It would help if official score keepers were appointed for softball and kickball games.)

Each school may hold its own sports day so school winners may be determined, the date being determined by the school administration.

The activities used in the intramural sports day and the rules and regulations for these activities should be the same as those that will be used in the inter-school sports days.

All teams or relays should be grade intramural champions of each school; that is, all boys or girls on the team or relay should be from one room, unless there are only one and a half (1½) rooms of that grade in the school.

Shoes must be worn in all dashes and relays. Spikes are not permitted.

Schools may or may not use some type of scoring for the sports days, determining the type and method of scoring before the meet by the competing schools.

If ribbons are to be awarded the following is the address and phone number of the printing company:

Gilt Printing Co.
28 Henry Avenue
Baltimore, Maryland 21236

NOrthfield 8-0270

Intra-School Sports or Play Day:

Might be organized along the lines of an inter-school sports day even though officiating may become a problem, especially in team games.

Might be organized as a relay carnival where most any skill taught during the year could be made into a relay; for example, throwing for distance could become a relay by finding the total distance thrown by the relay team.

Might be organized as a fun-day using as events, picnic or recreational games and races; for example, 3-legged race, sack race, egg race, balloon blowing or breaking, and tire rolling.

Specific Information

Physical Education teachers should:

1. Decide on the list of events.

2. Decide on what rules are to be used.

3. Officials be fully informed as to possible variations from official rules, special events included, special ground rules, time, conditions of bus transportation, lunch, etc.; send information in advance.

4. Plan and organize the days events to the utmost degree (A minor detail ignored or forgotten could ruin the entire day).

a. Entry lists - each child should know exactly which events he is in.
b. Tape measures, markers, timers, starting gun, "Bull-horns", batons provided for the officials
c. Proper amount and kind of equipment for all team sports
d. Recording sheets, scoreboard and ribbons
e. Runners assigned to officials
f. Careful time schedule of events
g. Events scheduled in appropriate area
h. Avoid scheduling team event and individual events at same time.
i. Make adequate provision for spectators.
j. Make provision for control of spectators.

5. Remember events can be individual, relay or team, and may include any event mutually agreed upon by the schools involved.

6. Remember individual events might include a choice of:

a. 60 Yd. Dash
b. Accuracy throwing
c. Distance throwing
d. Long Jump (Broad Jump)
e. Triple Jump (Hop-Step-Jump)
f. Push-ups or dips or pull-ups
g. Foul shooting
h. Soccer goal shooting
i. Cross-country
j. Hoop-rolling
k. Rope jumping
l. Bicycle race.

7. Remember relay events might include a choice of:

a. Pursuit relay, bike or run
b. Shuttle relay
c. Shuttle Hurdle relay
d. Jump Rope relay
e. Bowling relay
f. Throw and Stoop relay
g. Block relay
h. Agility or Obstacle relay
i. Basketball relay
j. Hockey Dribble relay (Shuttle).

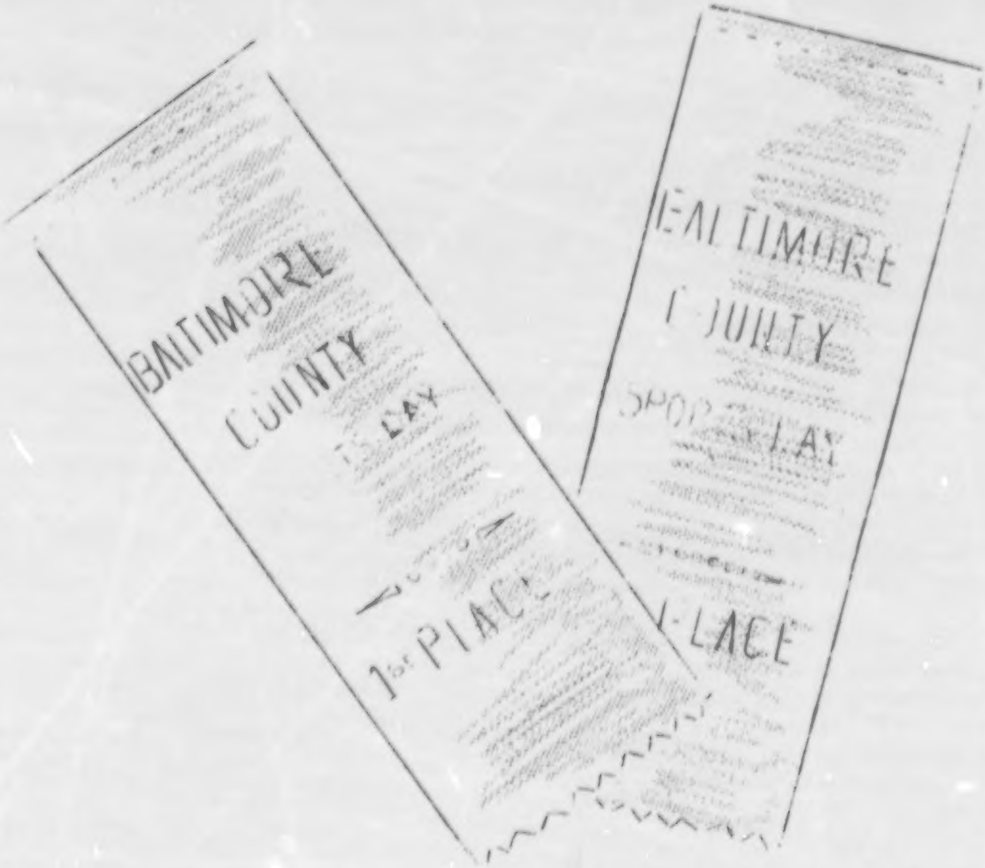
8. Remember team sports might include a choice of:

a. Volleyball
    (1) official
    (2) modified
b. Kickball
c. Softball
d. Soccer

  - e. Scoop ball
  - f. Greek Dodge
  - g. Deck Tennis Ring Newcomb
  - h. Tug-of-War.

9. Remember mass participation can be achieved:

  - a. Using boys and girls and co-ed teams
  - b. By weight classification
    - (1) 5th grade, over and under 80 lbs.
    - (2) 6th grade, over and under 90 lbs.
  - c. By having "A" and "B" teams


BALTIMORE
COUNTY
DAY
1st PLACE
BALTIMORE
COUNTY
DAY
PLACE

SAMPLE

5th Grade Sports Day

Please do not bring any supplies from your room except for pupil's gloves. Assemble in classes along the pavement leading to the closed end of the courts. Keep one copy of this schedule and give the others to your team captains. Your name underlined indicates the official for that event.

11:45-12:00 - Assemble outside
12:00-12:10 - 50 yard dash - Lanehart, finish - Browdy, starter - Watson, ribbons
12:15-12:30 - Shuttle relay - Lanehart, starter - Watson, ribbons
12:35-12:45 - Rope skipping relay - Lanehart, starter - Watson, ribbons
12:50- 1:35 - Kickball - field 1 - 4 innings or 40 minutes - Browdy
Watson vs Browdy

- Softball - field 2 - 4 innings or 40 minutes - Lanehart
Watson vs. Browdy

- Modified Volleyball - Girls - Each game 5 minutes

Court 1 Platt	Game	Court 2 Watson
Browdy vs Arzt 1	1	Arzt 2 vs Watson
Browdy vs Arzt 2	2	Platt vs Arzt 1
Browdy vs Platt	3	Watson vs Arzt 1
Browdy vs Watson	4	Arzt 2 vs Platt
Watson vs Platt	5	Arzt 1 vs Arzt 2

The above is a Round Robin play-off, meaning each team plays each other team once. The team winning the most games is the champion.

Platt Boys - Court 3 - Each game 8 minutes. The team winning the most games is the champion. In the event of a tie for 1st place, play one 5 minute game to decide the winner.

Game 1 Browdy vs Platt
Game 2 Platt vs Arzt
Game 3 Browdy vs Arzt

1:40- 2:15 - Individual Events - See map for locations
- Broad jump - Platt, boys under 80 - 6th grade helpers, others
- Softball Throw - Browdy, boys - Arzt, girls
- Push-Ups - Lanehart
- Rope Jumping - Watson, girls - Long, boys

2:20 - 2:40 - Relays - Hardtop
- Throw and Stoop - Browdy & Watson - court 2
- Basketball - Lanehart & Long - Basketball court

2:45 - 3:00 - Cross Country - Lanehart, starter - Watson, recorder - Arzt, ribbons

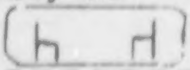
3:00 --- - Tug O' War - 2 out of 3 pulls - single elimination
Boys - Lanehart & Browdy, ribbons
Girls - Long & Watson, ribbons

Boys		Girls
Watson vs Platt	1st round	Arzt vs Watson
Browdy vs Arzt	2nd round	Browdy vs Platt
Winners pull	Final round	Winners pull

GOOD LUCK ... HAVE FUN ... PLAY TO WIN ... IF YOU LOSE,
BE A GOOD SPORT AND DO NOT MAKE EXCUSES.

NOTE: This program full day and includes picnic lunch.

RIDERWOOD INTERCLASS PLAY DAY - 1966 - 67 - 68 - 69 - 70

Event	Entries	How To
60 Yd. Dash	2 Boys - 2 Girls	Run in lane
Accuracy Throw	2 Boys - 2 Girls	Any style throw - thru tire 3 pts. Hit tire 1 pt. - 3 counting throws
Egg Race	2 Boys - 2 Girls	Carry ball in spoon. If dropped, start over
Cross-Country	4 Boys - 4 Girls	Run in course - cross-country scoring
Shuttle Relay	4 Boys - 4 Girls	One lap each xx ----→ ←---- xx
Tire Roll Relay	4 Boys - 4 Girls	One lap each - Roll auto tire xx ----→ ←---- xx
Jump Rope Relay	4 Boys - 4 Girls	One lap each - Running jump rope xx ----→ ←---- xx
Hurdle Relay	4 Boys - 4 Girls	One lap each - Jump over 3 hurdles xx ----→ ←---- xx
Potato Relay	4 Boys - 4 Girls	Circle both chairs. Carry and place eraser on chair 
Block Relay	4 Boys - 4 Girls	#1 carry out - #2 carry in xxxx □ □ □ □ □ □ □
Throw and Stoop Relay	Mixed Team 4 Boys - 4 Girls	Throw and stoop - Observe throw line line
Bowling Relay	Mixed Team 5 Boys - 4 Girls	Knock pin down 8 times Extra boy be pinboy
Bike Race	2 Boys - 2 Girls	Le Mans start - Once around course
Tug-of-War	10 Boys - 10 Girls	Best of 3 pulls - Change ends each time
Cage Ball Volleyball	8 Boys - 8 Girls	Own grade V.B. rules. Plus any number of hits and helps - No carry

SWIMMING HINTS FOR 4TH GRADE SWIMMING PROGRAM

Swimming Program Classification

I. Initial Classification for Classwork

A. Beginner

A non-swimmer, unable to float on his stomach or back. Fears water.

B. Advanced Beginner

Has passed the Beginner's course in Red Cross or YMCA.

C. Intermediate

Has passed the Advanced Beginner's Course

D. Swimmer

An individual who is able to swim one of the three basic strokes, (side stroke, breast stroke, crawl) for a distance of 100 yards in deep water. Passed Intermediate Course--Red Cross, YMCA.

E. Advanced Swimmer

Passed Swimmer's Course.

II. A Method of Classification

A. All beginners at side of pool in shallow water.

B. Push off and float on face. Those who cannot, gather in that corner of pool. Take names. Group I. - Beginners.

C. Others push off from other side and float on back. Those who cannot gather in that corner of pool. Take names. Group II. - Beginners.

D. Can't swim across pool in shallow water. Group III. - Beginners.

E. Can swim across pool. Group IV.

F. All who say they can swim, go to deeper end of pool. Give these pupils the Beginner's Combined Test.

G. All who fail, go to shallow water and join Group IV.

H. All who pass may go into Advanced Beginners or Intermediates according to how well they performed.

Swimming Courses

The following suggestions and hints are supplementary to The American Red Cross program. The instructor can draw from this to make his teaching most effective and efficient.

Elementary forms of rescue and Artificial Respiration should be taught to each class at the earliest time. These can be presented and demonstrated when the weather is inclement then practiced when class is in the water. Each and every opportunity to make the pupil aware of safety should be utilized.

Beginners

Swimming Suggestions:

Activity	Procedure	Hints
1. Walk in shallow water	1. Join hands, walk in a line 2. Walk in a circle 3. Walk separately.	Walk toward shallow end or across pool. Use the buddy system.
2. Breath holding	1. Stand in a line facing instructor, stoop so that shoulders and chin are in water	Gradually submerge from shoulder-chin-mouth-nose-eyes-head. May be repeated at different levels.
3. Submerging	1. Stand in a line or circle, hands joined, bob up and down. 2. Touch bottom with one hand 3. Touch bottom with both hands. 4. Try sitting on bottom 5. Open eyes under water	Games: Guess number of fingers partner extends Make it fun! Use same sequence with blowing out under water
4. Jelly Fish Float	1. Stand on bottom, lean forward, face in water, slide hands down legs and buoyancy will lift feet. 2. Hold ankles when you do above 3. Same--grasp knees	Bend knees until feet leave bottom Use one hand at a time sliding down the legs
5. Prone Float	1. Do Jelly Fish Float 2. Straighten to Prone Float, return to Jelly Fish Float, stand.	Relax Important to teach getting feet on bottom Stress knees to chest Concentrate on gaining standing position Bend knees and make ball (Floater's hands slide from buddy's hands and pull down on the water while doubling up in a ball)

Activity	Procedure	Hints
6. Prone Glide	1. Standing, facing wall, arms forward, put face in water, push from bottom of pool to prone glide 2. Stand with back to side of pool and one foot against side of pool, stoop so that shoulders are under water, put face in water and push from side.	Keep face in water Use buddy, if necessary
7. Prone Glide and Kick	1. Practice kick first holding on to gutter 2. Glide and kick with face in water	Knees relaxed, not stiff but kick from hip. Keep kick with pressure on upbeat depends on strength of leg kick. Ankle relaxed.
8. Back Float	1. Explain and show how to regain feet 2. Lift one knee, drop hips, bring arms to sides and raise forward, pressing up on water Head drops forward 3. Same--lifting both knees 4. Buddy stands behind pupil for support at head 5. Arms horizontal, legs in forward stride position. Stoop so shoulder and arms are under water 6. Let head drop slowly backward and allow water to raise legs	Have buddy at back of each person Keep hands under water Head should rest on water looking at sky Keep hips up Gradually raise arms to side above head but still in water. Relaxation
9. Back Glide	1. Push slowly from side of pool, with hands at sides	Head should rest on water. Use buddy at first.
10. Back Glide and Kick	1. Practice kick holding on to gutter 2. Kick from hips with knees and ankles relaxed. 3. Glide on back and kick	Kick water up with instep of feet Keep chin down.
11. Finning	1. Glide on back, push water with hands toward feet 2. Can lead into winging	Keep hands under water. Slide hands up side, reach out, keep elbows in, and push water toward feet

Activity	Procedure	Hints
12. Hand Over Hand Arm Stroke	1. Land drill first 2. Stand in pool with face in water 3. Walking 4. Prone glide with arm stroke and face in water	Full reach Deep pull Lift elbows
13. Rhythmic Breathing	1. One side of face resting on water, breathe in through mouth, turn head and put mouth in water, blow out 2. Roll head for next breath	To be used from beginning Take shallow breath Look over shoulder when taking breath Use with kick, hang on to side.
14. Combined Stroke on Front	1. Practice arm stroke and flutter kick	Slow arm stroke Arms out of water Can do along side deep water
15. Combined Stroke on Back	1. Start with "winging" and flutter kick	Head and body position important
16. Combined Stroke and Breathing	1. Stand in waist deep water and practice arm stroke with breathing 2. Practice same while walking 3. Practice same without kick 4. Practice complete stroke	Face should rest on water (inhale) turn head in water. (exhale) Look at shoulder with ear in water Slow even strokes
17. Turning Over	1. Start from glide 2. Use combined front stroke, turn over and swim on back 3. Start on back and change to front combined stroke	Drop shoulder on turning side Come to float position
18. Changing Direction	1. Swim with front combined stroke 2. Turn toward shallow water and return to starting position	Turn slowly Come to float position
19. Leveling Off	1. From neck deep water, push from bottom to prone glide and swim 2. Same on back 3. Do from deep water	Drop head Swim toward shallow end of pool Drop head back Keep hands under water

Activity	Procedure	Hints
20. Jump into shallow water	1. Level off and swim a across pool	Put face in water Come to float position
21. Jump into deeper water	1. Gradually increase depth 2. Level off and swim along side of pool to shallow end	One at a time Can be done in deep water
22. Treading Water	1. Start in 5 or 6 feet of water holding on to gutter with one hand. 2. Face shallow end and practice bicycle, scissor or elementary back kick 3. Use finning with one or both hands 4. Pull down on water with one hand, then other	Chin in water Keep hands under water Can be done in deep water Select best stroke for individual

Combined Skills (Test)

1. The pupil jumps into deep water, levels off, and swims 15 yards without stopping or touching, he turns about and swims back to starting point.

2. The pupil does a plain front header from deck or dock, levels off, and swims 15 yards, turns about, and starts swimming back. Halfway back, he turns on the back and rests either motionless or with gentle paddling movements for a quarter of a minute. He turns back again to front swimming position and swims to starting point.

Advanced Beginner's Course

This course was added in 1961 by the American Red Cross to meet the needs of a group of students who may pass the Beginner's Test but who are not ready for the Intermediate Course. These students are insecure in deep water, lack stamina and endurance, and are not ready for intermediate skills.

Advanced Beginner Test

The test for the Advanced Beginner is made up of the following individual skills:

1. Breath control: Pupils stand in chest-deep water and demonstrates rhythmic breathing at the rate of 24-36 times in 2 minutes.

2. Swimming in place: Pupil remains afloat in a confined area (within an 8-foot circle) by using a modified human stroke for a period of one minute.

3. Changing positions: Student changes from a prone swimming position to vertical position and then to a supine (back) position. Student changes from a supine swimming position to a vertical position and then to a prone position.

4. Elementary Back Stroke: Pupil swims 25 yards, using the elementary back stroke.

5. Hand-Over-Hand Stroke: Pupil swims 25 yards, using a hand-over-hand stroke.

6. Diving and underwater swimming: Pupil dives from the deck and swims 20 feet below the surface.

7. Use of life jacket: Student jumps into water from deck while wearing jacket. Pupil demonstrates his ability to be comfortable while in a prone, vertical, and supine position. Each position should be held for at least one minute. Note: Any Coast Guard-approved life jacket, vest, or seat cushion may be used.

8. Rescue technique: Pupil must demonstrate rescue involving use of reaching pole and rescue involving use of article of clothing.

9. Combined Test: Pupil dives into deep water and swims a minimum of three body lengths below the surface; then comes to the surface and stays afloat in a confined area for 30 seconds; then swims 20 yards using either the elementary back stroke or hand-over-hand stroke.

Face in Water

Objective: To have swimmer put and keep his face in water at least 10 seconds.

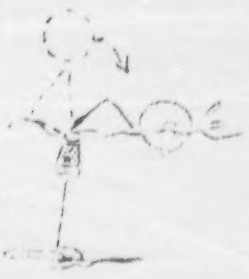
Method: Stand in waist-deep water, feet apart and hands on hips.
Take a bite of air, bend forward until nose and mouth are in the water. Hold for 10 seconds. Straighten up and exhale.
Now lower head until water covers ears, hold 10 counts.
Now, lower head until water completely covers the head.

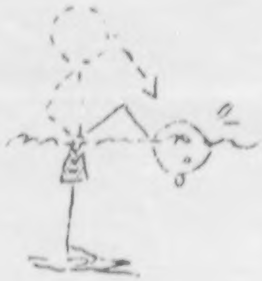
Analysis of Face in Water	Reasons
(a) Keep hands on hips at all times	(a) Prevents loss of teaching time while person rubbs his eyes.
(b) Keep chin down while face is in water.	(b) This is normal head position.
(c) Hold breath under water	(c) We are not concerned with rhythmic breathing in this skill.
(d) Exhale through a small opening in the mouth when face is lifted from the water.	(d) A habit is being developed. It is easier to exhale through a small opening than a larger one when face is below the surface.
(e) Insist that the face be kept in water 10 seconds.	(e) If they are able to do it this long they are no longer afraid of the water covering their face.

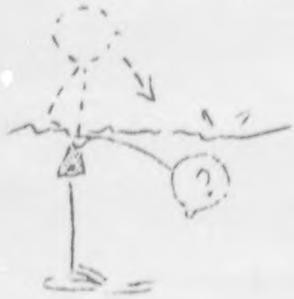
Face in Water (Continued)

Teaching Tips:

1. Work up to 10 seconds maximum slowly. First time might be up to 4 seconds, then 6 seconds, etc.
2. If person has difficulty in maintaining balance, have that person take a forward stride position where one foot is in front of the other.







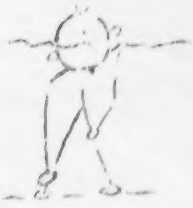
Jellyfish Float

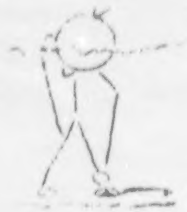
Objectives: To attempt to develop a sense of balance.
To determine the buoyancy of the swimmer.

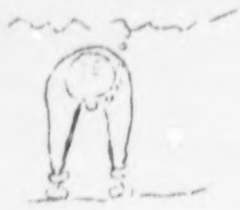
Method: Stand in waist-deep water, feet apart. Bend forward and place right hand on right thigh and left hand on left thigh. Inhale through the mouth. Place face in the water and slide the right hand down the right leg until ankle has been reached. Hold this position for 7-10 seconds. Slide hand up the thigh, lift face from water and exhale through the mouth.

Same as above except the left hand and leg are used.

Slide both hands down to the ankles. This will usually result in the feet leaving the bottom. Return to original position by sliding the hands up the leg to thigh and lifting the face from the water and exhaling.







Analysis	Reasons
(a) Slide hands up and down legs slowly	(a) Makes swimmer think while face is in water below the surface.
(b) Face is placed in water before the hands move from the thigh.	(b) A habit pattern is being developed. It is impossible to do Jellyfish Float with the face above the surface

Teaching Tips: The swimmer should make no effort to lift feet from bottom. The natural buoyancy of the body permits the feet to leave the bottom.

Turtle Float

Objectives: To assist swimmer in developing a sense of balance.
To build confidence in the swimmer.

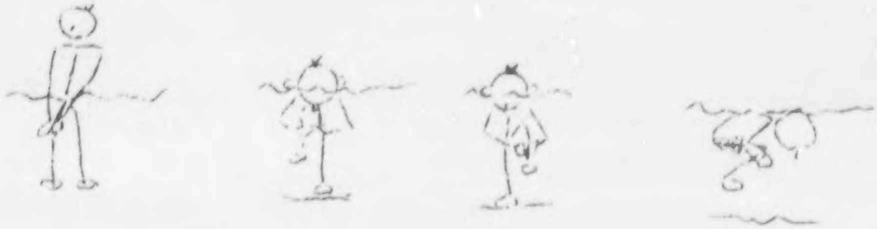
Method: Stand in waist deep water, feet apart. Bend forward and place both hands on right thigh.

Inhale, lower face in water and slowly slide both hands down the leg to position just below the knee. Pull right knee to chest. Hold for 7-10 seconds,

Return to starting position by lowering the leg, sliding hands up to thigh, raising the face from the water and exhaling.

Same as above except the other leg is used.

Now lower face in water and slowly slide both hands to just below the knees. Pull both knees to the chest. Hold for 10-15 seconds. Return to starting position by lowering the feet, sliding the hands up to the thighs lifting the face from the water and exhaling.



Analysis	Reasons
(a) Face must be in water before hands move.	(a) Insures swimmer of proper body position.
(b) Make slow deliberate movements.	(b) Indicates that the swimmer is thinking and is unafraid of the water.
(c) In returning to the original position reverse the procedure used in doing the skill.	(c) If this is done the swimmer will have no difficulty in standing

Teaching Tips: This is one of the most important steps in teaching a non-swimmer to swim. All swimmers should be able to get into the proper Turtle Float position even though their natural buoyancy is not strong enough to keep their back at the surface.

There will be a slight forward motion just after the feet leave the bottom. It is a good plan to call this to their attention before they attempt the float.

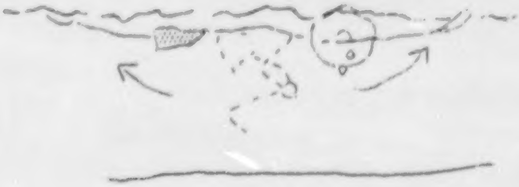
Be sure each knows how to stand up from the Turtle Float. Reverse the procedure.

Prone Float

Objectives: To teach swimmer another type of float.

To develop a sense of balance and relaxation while in a prone position.

Method: Stand in waist-deep water, hands on thighs and feet 6-8 inches apart. Inhale and go into the Turtle Float. After assuming this float, extend the arms forward, hook the thumbs and turn the fingers upward. At the same time, extend the legs backwards. Hold this position for 7-10 seconds. Return to Turtle Float then stand up and exhale.



Analysis:

Factors to be stressed	Reasons for stressing factors
(a) Hook the thumbs.	(a) Keeps hands together.
(b) Turn the fingers up, when in the prone position.	(b) Develops a habit pattern for the Prone Glide which will keep the swimmer at the surface.
(c) Keep the face in the water.	(c) Helps to keep the hips close at the surface.
(d) Return to the starting position from the Prone Float by going into the Turtle Float and then standing.	(d) Enables him to stand up by using skills he has already learned.

Teaching Hints:

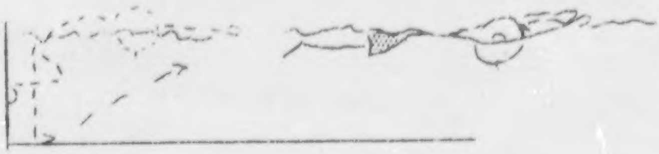
Some are unable to relax while in Prone Float position, due to over-reaching of arms.

If he turns or drops to one side while in float try separating arms to 10-12 inches.

Prone Glide

Objective: To develop a sense of balance and relaxation while moving through the water.

Method: For pool: Stand 10-12" from the side in waist-deep water. Place one foot against wall. Bend forward until the shoulders touch the water. Extend arms forward. Hook the thumbs and turn fingers up. Inhale and place face in water. Lean forward until balance is lost. Push against the wall and bring both heels to the surface if possible. Stand up as in the Prone Float.



Be sure the face is in the water before going into the glide.

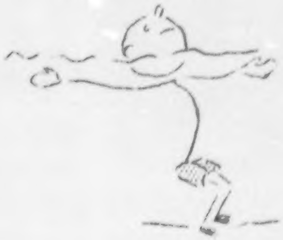
Swimming on the Back

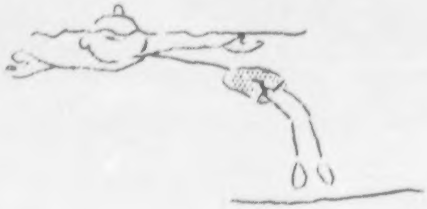
It is easier to teach a non-swimmer to swim on the back than in a prone position. The emphasis must be on relaxation with the hips close to the surface as possible.

Preliminary to the Back Float (Step 1)

Objective: To teach the swimmer to be relaxed while on the back.

Method: Stand in waist-deep water with the feet a comfortable distance apart. Assume a squat position until the shoulders are below the surface. Raise the arms to the side with the palms up. Drop the head back so that the ears are in the water. This is the starting position.





As a continuation of the above step, slowly lean backwards until the chest and abdomen are brought to the surface. Return to standing position by dropping chin forward drawing the knees towards the chest. and scooping the hands down and forward at the same time.

Analysis:

(a) Extend the arms to the side with palms up	(a) Results in an increase in the size of the chest
(b) Head back, ears in the water and look directly overhead	(b) This is the normal head position

(c) Make no effort to lift the feet from the bottom.	(c) When feet come up it is due to the chest and abdomen coming to surface.
(d) Have him inhale and exhale through mouth in definite rhythm.	(d) Holding breath cause him to become tense.
(e) Have him stand by dropping the chin forward, drawing knees toward chest and scooping hands down and forward at the same time.	(e) A habit pattern is being developed.

Teaching Tips: If it is necessary to support a swimmer be certain that the shoulders are kept below the surface.

APPENDIX

Accident Form

Sample Letter - Making Bean Bags

Sample Teaching Schedule

Teacher Evaluation Form

Transportation Form

Travel Voucher

FRANKLIN ELEMENTARY SCHOOL
Cockeysmill Road
Reisterstown, Maryland

SAMPLE LETTER

Dear Parents:

WANTED - 5 BEAN BAGS

Your child thinks you might make five bean bags for the school. If you will, please use the following directions:

Material - any close woven or strong cloth

Size - start with a 5½" square and sew on three sides

Fill - 2½ hands full of whole corn or beans. This should make bags slightly more than half full yet soft enough not to hurt when hit. Sew top closed.

Thank you,

David Fry
Physical Education Teacher

378 A+B

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SAMPLE TEACHING SCHEDULE

One School Assignment

Monday thru Friday

a.m.		p.m.	
9:10	Grade 6	12:45	Grade 1
10:10	Grade 5	1:10	Grade 1
11:10	Grade 4	1:35	Grade 2
12:00	Lunch	2:00	Grade 2
		2:25	Grade 3
		2:50	Grade 3

Two School Assignment

Monday

Time	Grade	School
9:10- 9:45	1	School A
9:45-10:15	2	School A
10:30-11:00	3	School A
11:00-11:30	3	School A
11:30-12:15	4	School A
1:00- 1:45	5	School A
1:55- 2:30	4	School A
2:30- 3:15	4	School A

Tuesday

Time	Grade	School
Same	4	School B
	3	School B
	2	School B
	5	School B
	6	School B
	4	School B
	3	School B
	3	School B

Wednesday

Time	Grade	School
9:10- 9:45	1	School A
9:45-10:15	2	School A
10:30-11:00	3	School A
11:00-11:30	3	School A
11:30-12:15	5	School A
1:00- 1:45	6	School A
1:55- 2:20	6	School A
2:30- 3:15	5	School A

Thursday

Time	Grade	School
Same	4	School B
	1	School B
	4	School B
	5	School B
	6	School B
	5	School B
	6	School B
	3	School B

Friday

Time	Grade	School
9:10- 9:45	2	School B
9:45-10:15	2	School B
10:30-11:00	1	School B
11:00-11:30	5	School B
11:30-12:00	6	School B
1:15- 1:45	3	School A
1:55- 2:30	6	School A
2:30- 3:10	4	School A

378 C+D

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